FALL 2017

WESTERN MICHIGAN UNIVERSITY

W Magazine

President Montgomery leads our next era of ascension

Also inside:

Engaging the modern college family

Autism and a spectrum of support

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Together with the Bronco community, President Edward Montgomery says, he is excited to lead WMU to greater heights: "We can take this University and make it even stronger in terms of what it does for students, make it even stronger in terms of its research, make it even stronger in its impact on the community."

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Mall market

Part of the Sangren Pedestrian Hall was transformed into a farmers market several times this autumn. Area farmers and artisans brought in fresh produce and other goods. One booth featured vegetables grown on WMU's Gibbs House property. The University's Office for Sustainability, the World at Western Council, the International Student Activities office and PFC Natural Grocery & Deli, a local business, collaborated to offer the market in September and October.

Dear Friends,

Kari and I could not feel more at home as members of the Bronco community, though it has only been months since we were first welcomed into our new academic family. From the moment we stepped onto campus, we were shown an extraordinary degree of hospitality by everyone we encountered. And we are deeply grateful for that warm reception.

But long before we joined daily campus life, we knew Western Michigan University to be a special place. The University's distinctive values as a learner-centered, discovery-driven and globally engaged institution were evident in our own son's experience as a WMU student.

We witnessed E.J. blossom as a young man and graduate from WMU as an aspiring professional. In a lot of ways, he found himself here. But as unique as our graduate is, I have come to learn that his WMU story of transformation is not at all unique.

By now, countless other alumni have shared with me their version of how this University offered them the opportunity to thrive, how faculty and staff genuinely cared about their goals and how they were provided with the necessary support that helped them achieve their ambitions.

And with each day that passes, I learn more about the real and meaningful ways this place changes lives. That doesn't happen by accident. It happens because WMU people are caring, talented and not at all content to rest on past successes. We keep pushing for excellence. With this as our foundation, our potential is limitless.

Kari and I are humbled and excited to join you in continuing to advance this great University. Its best days are ahead.

Best wishes,

Edward Montgomery

Edward Montgomery, Ph.D.
President

WMU leads Michigan in business education research

A study that measures the importance of research published in quality journals as well as research co-authorship ranks WMU 68th internationally in business and management education research, the highest rank of any Michigan institution.

The study, published in the *Journal of Education for Business* in July, ranked the top 100 institutions across the globe based on weighted scores reflecting journal quality and co-authorship.

At 68th, WMU finished with a weighted rank above the likes of George Washington University, Clemson University, California Polytechnic State University, the University of Illinois Urbana-Champaign and Texas A&M University. Other Michigan schools listed included the University of Michigan-Dearborn, with a weighted rank of 80, and Central Michigan University with a weighted rank of 90.

Deshpande

"We are proud to be recognized in this study," says Dr. Satish Deshpande, interim dean of WMU's Haworth College of Business. "The caliber of our faculty's research and the impact it has on their students continues to put WMU on the list of top schools for business education."

The authors investigated institutional productivity in business and management education research based on the analysis of 4,464 articles published by 7,210 authors across 17 business and management education journals over a 10-year period. The study involved 1,900 schools worldwide.

The findings provide a comprehensive view of the top business management education research institutions in the United States and abroad. ■

Seita program named finalist for national higher ed award

The Association of Public and Land-grant Universities named WMU one of five finalists for its 2017 Project Degree Completion Award.

The annual prize is designed to identify, recognize and reward public universities across the country for their work in employing innovative approaches to improve retention and degree completion. The Project Degree Completion Award is open to all 237 APLU members, and the WMU entry selected is its celebrated Seita Scholars Program, which provides the support needed to help young people who have aged out of the foster care system succeed in college.

The other finalists for the award are Boise State University, Colorado State University, the University of Hawaii at Manoa and the University of Texas at Austin.

The award winner will be announced and all finalists will be recognized in November at the APLU annual meeting in Washington, D.C.

"Entering college and pursuing a degree is more important than ever before," says APLU President Peter McPherson. "But the critical importance of completing a degree is too often overlooked. Raising degree completion rates remains key to achieving our national goal of 60 percent of adult Americans holding a bachelor's degree by 2025. Meeting that goal will require increasing not only the number of students entering college, but just as important, the number graduating."

The WMU Seita Scholars Program won its finalist slot for increasing college access, retention and graduation among students who grew up in Michigan's foster care system. The program provides students with:

- a campus coach to help them as they transition into and through college;
- significant financial aid; and
- on-campus housing to ensure program students have a place to stay all year, including during semester breaks.

With 112 graduates, the Seita Scholars program aims to narrow, then eliminate, the achievement gap between students who grew up in the foster care system and the broader population of first-time students.

The program helped drive an eight-fold increase in enrollment among Michigan foster youth; narrowed the retention gap between foster youth and the general student body; and raised the six-year graduation rate for foster youth to 29 percent, which is considerably higher than the estimated 5 percent nationally of young people from foster care who complete a bachelor's degree within six years.

Learn more about the Seita Scholars Program at wmich.edu/fosteringsuccess/seita. ■

3.25

WMU's athletics program has been recognized for having the highest overall institutional grade-point average for student-athletes competing in the Mid-American Conference during the 2016-17 academic year. Based on 398 WMU students in 15 MAC sports, the University posted an overall student-athlete grade-point average of 3.253, clinching the MAC Institutional Academic Achievement Award as a result.

"While we have had great success in competition over the past year, the Institutional Achievement award is by far our greatest accomplishment," says Kathy Beauregard, director of athletics. ■

A 'best national university'

U.S News & World Report has once again listed WMU among the top tier of the country's "best national universities." This is the 27th year the University has been ranked on the top national universities list that this year includes 311 institutions.

In a separate listing of top undergraduate business programs in the magazine's online college guide, WMU's Haworth College of Business made the publication's list of the nation's "best business programs," joining just two other Michigan business schools—the University of Michigan's Ross Business School and Michigan State's Broad School of Business—to earn that recognition.

The *U.S. News* listing comes after two other major news organizations offered similar assessments of WMU. *Business Insider* named WMU the most affordable, highly ranked university in Michigan. In August, *Washington Monthly* magazine named WMU a top-100 national university for its emphasis on social mobility, research and public service.

The overall *U.S. News* rankings are based on 15 criteria that include academic reputation, retention rates, student-faculty ratios, class size, faculty resources, student test scores and alumni giving.

The list of best business programs is based on a national survey of business school deans and senior faculty asking for their assessment of business programs accredited by the Association to Advance Collegiate Schools of Business. ■

Veteran executives awarded top alumni honor

This year's Alumni Association Distinguished Alumni Award recipients are Jeanne Carlson, a retired Blue Care Network of Michigan president and CEO, and Birgit Klohs, CEO of The Right Place Inc., a regional economic development organization based in Grand Rapids, Michigan.

The honorees were recognized at a reception Oct.13 during homecoming.

Both Carlson, who graduated from WMU with a bachelor's degree in accountancy in 1968, and Klohs, who earned her bachelor's degree in finance in 1983, are past members of the WMU Board Trustees.

Carlson retired from Blue Care Network of Michigan as president and CEO in 2010. She served in several executive positions for both the nonprofit mutual insurance company Blue Cross Blue Shield of Michigan as well as BCN, its subsidiary health maintenance organization.

Carlson

Klohs

During her 33-year tenure with those two organizations, BCN achieved numerous milestones. Carlson expanded product offerings to include new commercial and government business products that increased members, and she was responsible for building the HMO's Health Insurance Portability and Accountability Act-compliant operations and procedures.

Her WMU ties include serving on the Board of Trustees from 2007 to 2014 and on the WMU Alumni Association Board of Directors from 1995-96 to 2000-01. The Haworth College of Business presented her with its Outstanding Alumni Achievement award in 2016.

Klohs has spent her career working to make West Michigan an economic leader in the Midwest. She has served as Right Place CEO since 1987. Under her leadership, West Michigan saw more than $4 billion in capital investments as well as the creation of more than 40,000 jobs.

She served on the WMU Board of Trustees from 1997 to 2004. The Haworth College of Business presented her with an Outstanding Alumni Achievement Award in 2012. ■

WMU's diversity, inclusion get national nod—again

Diversity and inclusion efforts at WMU helped it earn recognition from a national publication that focuses on diversity in higher education.

WMU was one of 80 institutions from around the nation named an annual Higher Education Excellence in Diversity—HEED—honoree by I*NSIGHT Into Diversity* magazine. WMU has been honored by the publication each year since 2013.

The HEED Award process consists of a comprehensive and rigorous application that includes questions relating to the recruitment and retention of students and employees—and best practices for both—continued leadership support for diversity, and other aspects of campus diversity and inclusion, according to Lenore Pearlstein, co-publisher of *INSIGHT Into Diversity* magazine.

Honorees are to be featured in the November 2017 issue of *INSIGHT Into Diversity* magazine and at insightintodiversity.com.

Inclusion efforts are a major focus of WMU's Diversity and Multiculturalism Action Plan, a plan that has guided University efforts since its 2006 adoption.

The University's HEED award application included information on:

- donor funds targeted toward scholarships for students with disabilities;
- the Autism Services Center, which provides support for college students with autism spectrum disorder in addition to support provided by Disability Services for Students and beyond the reasonable accommodations provided by the Americans With Disabilities Act;
- college success support through the College Assistance Migrant Program, which provides housing grants and in-state scholarships;
- the Martin Luther King Jr. Student Scholars Academy, a comprehensive program designed to offer academic, social and professional development services; and
- the Kalamazoo Promise Scholars Program, which has implemented a weekly evening program for all students, but is targeted at Kalamazoo Promise Scholars for community building and increasing awareness of diversity topics.

Numerous professional development and training opportunities also are offered across campus, including the Office of Faculty Development summer seminar for teaching inclusivity program; Lee Honors College Lyceum Lecture Series focusing on lesbian, bisexual, gay and transgender issues; and the Real Talk Diversity Series. All of those were items considered in the award process. ■

Updated African-American and African studies program offered

This fall, the College of Arts and Sciences launched an updated African-American and African studies program that emphasizes the historical and contemporary cultures and experiences of African-Americans, Africans and people from the African diaspora.

Students who major or minor in African-American and African studies will engage in critical examination of black diasporic cultural traditions, history, race and ethnic relations in Africa, the Caribbean basin and North America. Studies focus on the essential, organic role black people and their cultures have played in shaping the societies in which they live.

Students will gain competency in critical thinking and analysis, as well as oral and written communication linked to rigorous historical and contemporary content knowledge regarding the social, economic and political processes that peoples of African descent have faced and continue to face.

The updated curricula also will offer students opportunities for internships, study abroad experiences and independent study of special topics.

Learn more at wmich.edu/Africana. ■

$318,000 grant will support research efforts of Department of Defense

Drs. Kristina Lemmer and Claudia Fajardo, professors and researchers in mechanical and aerospace engineering, recently were awarded a $318,000 grant from the Defense University Research Instrumentation Program, a U.S. Department of Defense program.

The funds will be used to purchase two systems—a tunable dye laser pumped by a solid-state diode laser and an intensified charge coupled device camera. Combined, the systems will give WMU the capability to perform a variety of optical diagnostic techniques, including high-resolution absorption, laser-induced fluorescence, multi-photon spectroscopy and Raman spectroscopy.

The equipment primarily will be used to study the ionization processes for alternative propellants used in electric propulsion systems in the Aerospace Laboratory for Plasma Experiments, run by Lemmer. The system will also provide the means to study non-thermal plasma interactions with surfaces.

Additionally, Lemmer and Fajardo will use the system to study plasma-enhanced combustion, and ignition and combustion stability of lean mixtures in Fajardo's Combustion and Flow Research Laboratory.

"This is a significant grant for research that can have a far-reaching impact on some of the initiatives of the Department of Defense."

—Naghshineh

"This is a significant grant for research that can have a far-reaching impact on some of the initiatives of the Department of Defense," said Dr. Koorosh Naghshineh, chair of WMU's Department of Mechanical and Aerospace Engineering. "The work of Dr. Fajardo and Dr. Lemmer exemplifies the kind of cutting-edge research we are doing here at the College of Engineering and Applied Sciences." ■

Late business student honored

The University's integrated supply management program has dedicated a tutoring center in memory of Dallas Rauker, a senior from Lawton, Michigan, who passed away in 2015 during a mountain hiking accident in Norway. Rauker had been studying abroad at Hogeschool Utrecht in the Netherlands and traveled to Norway during a break for a hiking expedition.

Rauker

The space, which is located on the third floor of the Haworth College of Business, bears Rauker's name and will offer tutoring assistance for students in integrated supply management.

"Dallas was a shining example of the type of student the ISM program is known for," says Dr. Bret Wagner, associate professor of management and Rauker's faculty advisor. "He was down-to-earth with a strong work ethic and was known to help his fellow students with their studies. The tutoring center is a fitting tribute to a promising life cut short."

The center's construction and launch were funded through donations from the Rauker family, the Ford Motor Company, and the supply chain program's Bronco Force teams. ■

Montgomery charts WMU's next era of ascension

By now you may know that WMU's new president, Dr. Edward Montgomery, is a nationally renowned labor economist as well as a scholar with more than 35 years in higher education.

You may have learned that he's led at the top levels of government, serving two U.S. presidents, including as deputy secretary of labor, responsible for a $33 billion budget.

You've perhaps read news stories about his tenure as the nation's "auto czar," leading the effort to assist communities and workers rocked by a struggling automotive industry.

But did you also know that he used his athletic talent playing rugby and has been a licensed private pilot for years?

On Aug. 1, the former Georgetown University dean was entrusted to lead another complex and highly valued operation as WMU's ninth president, successor to Dr. John M. Dunn.

As the WMU community gets to know more about him and he gets to know more about it, Montgomery's plan is to take a great University and make it stronger, "an institution of choice."

And like his other high-flying posts, he has said, this is no solo mission.

'You have to listen first'

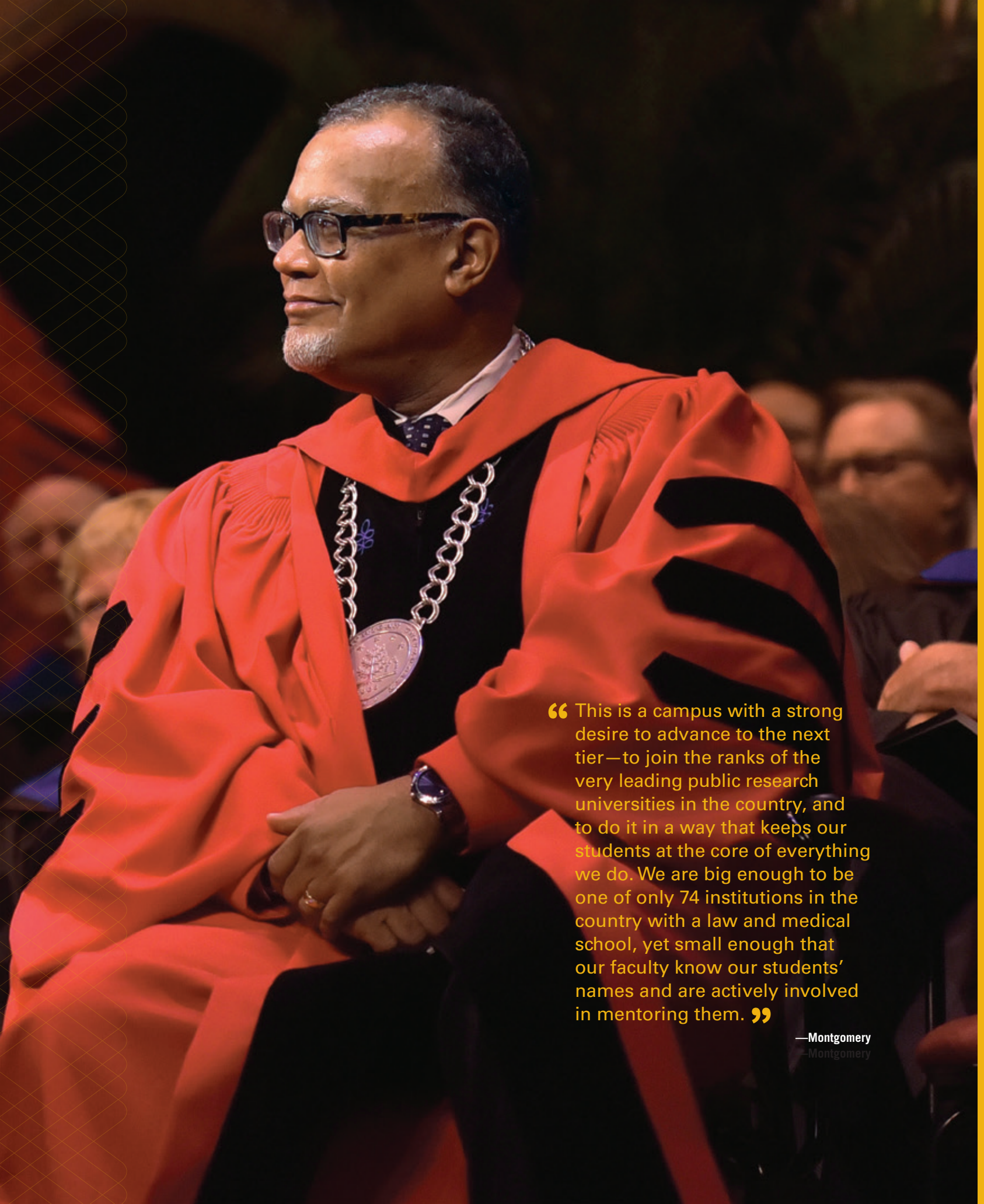
The new president has been spending considerable time in informal and formal settings listening to those who know WMU best—administrators, alumni, emeriti, faculty, staff and students—to chart the University's next era of ascension.

Effective change, Montgomery said, requires first knowing what's happening on the ground, a contention that has taken him touring through WMU's colleges, breakfasting with retired faculty and meeting with various student organizations, employee groups, community leaders, and with alumni close to campus and farther away.

"I have traveled to Detroit multiple times, been to Chicago and even L.A. I have visited churches, had ice cream with our staff, spoken at 'Stampedes' and even ridden a mechanical bull—very, very briefly," he quipped during his Sept. 15 inauguration.

In Montgomery's long experience, academic institutions are not at their best when they follow a top-down leadership model; but, to engage the whole organization, "you have to know who's willing to work with you in building something new or better so you can find effective partners," he said.

Dr. Suzan F. Ayers, Faculty Senate president, has noticed that when Montgomery addresses faculty members, he uses the term "we."



“This is a campus with a strong desire to advance to the next tier—to join the ranks of the very leading public research universities in the country, and to do it in a way that keeps our students at the core of everything we do. We are big enough to be one of only 74 institutions in the country with a law and medical school, yet small enough that our faculty know our students’ names and are actively involved in mentoring them.”

—Montgomery

"He's not doing something to us. He's in the trenches with us, and he knows our perspective," said Ayers, a professor in the Department of Human Performance and Health Education who served on the presidential search committee.

"He really is listening and asking questions. And I'm not the only campus leader he's been asking probing questions."

Montgomery's knowledge of how higher education operates comes by virtue of working at multiple levels in multiple universities as a professor and in academic leadership.

Easygoing, but high expectations

Montgomery and his wife, Kari, were introduced to the campus community in April. WMU's ninth president was the unanimous selection of the Board of Trustees, following a search process launched last fall to replace the retiring Dunn. A 22-member committee representing a broad cross section of campus conducted the search.

For Kari, the move to Michigan is a homecoming. She grew up in Portland, a community some 70 miles northeast of Kalamazoo.

President Edward Montgomery and first lady Kari Montgomery have well integrated into their new campus community since arriving this past summer.

He has held faculty positions at Carnegie Mellon and Michigan State universities as well as the University of Maryland, where he also served as a dean. He came to WMU from Georgetown University where he was a professor of economics and the founding dean of its McCourt School of Public Policy.

In his first remarks to this first large audience at WMU, Montgomery said he would start his new job with "open ears and a closed mouth."

"You have to connect with the various groups and departments around the campus, because if you're going to avoid the mistake of doing it top down, you have to listen first," he told the crowd of administrators, faculty, staff and students gathered.

"But then you want to move forward from that knowledge to think about how we can take the next steps on the strategic plan, how we can build a stronger financial base for the campus. And to think about how do we expand our resources so that we can do the programmatic and student services activities that support our campus growth," Montgomery said.

"…I want us to be an institution of choice."

They've joined a university on the move, President Montgomery said, with its best days ahead of it.

"I've gone into situations where the world was going in the opposite direction. That's a lot less fun, to turn those things around. But—I'm going to plug President Dunn here—that's not the case at Western. He has built, with (the campus community), a University that has forward momentum," he said.

"Rather than fixing some place, you're getting to work with a set of people who have a desire, values and a fire in their belly to try to take it to the next step."

Montgomery loves a complex challenge, said Dr. Randall Eberts, a fellow economist and a friend for some 30 years.

Eberts is head of the W.E. Upjohn Institute for Employment Research in Kalamazoo. In the mid 1980s, they were visiting scholars at the Cleveland Federal Reserve Bank and have collaborated periodically in the ensuing years.

"He's a perfect fit for a university that is research-oriented as well as a university that is student-centered. His academic record is really impeccable. He's been published in top journals. He's a Harvard Ph.D.," Eberts said, ticking off some highlights from his friend's résumé.

On a personal level, Eberts said Montgomery is very approachable, "somebody you enjoy being around—he has that big smile."

Right away, when he was introduced in April, the campus community got to see the lighthearted side of Montgomery during an "Inside the Actor's Studio"-style, onstage interview at the Bernhard Center.

During rapid-fire questions, the new president admitted that his favorite food is gummy bears, that he loves the sound of jets and can't stand the keening of a hurt animal.

"He seems easygoing, and he is," Eberts said, "but I'm separating that from the fact that he has high standards for himself and his colleagues. He's someone who is looking for excellence and finding it in himself and in the people around him. He's really pushed that."

Drawn to WMU

Montgomery is a first-time university president, but was drawn to this position for the same reason he pursued his previous professional posts.

"I like to be part of a group of people or an organization that's having a real impact," he said.

"What I loved about my time at the labor department was working as a team trying to make life a little better for men and women—whether that was protecting them on the job or getting them training or insuring their pensions.

"What I loved about the auto effort is that I was dealing with a group of really talented people on a very tangible problem. During the Great Recession, we had our major auto companies in trouble. If they were just left alone, it could have brought down state after state after state with very dramatic consequences for industry, for business, for workers, for restaurants, for moms, dads and kids," Montgomery said.

But, again, that wasn't a solo effort.

Family gathered to see E.J. Montgomery, Ed and Kari's son, graduate from WMU earlier this year.

Ed, at a glance:

Family life: Husband to Kari; father to son, E.J., and twin daughters, Elizabeth and Lindsay.

Education: Bachelor's degree from Pennsylvania State University, master's and doctoral degrees in economics from Harvard University.

In academia: More than 35 years in higher education. He has held faculty positions at Carnegie Mellon and Michigan State Universities as well as the University of Maryland, where he also was a dean. He most recently served as professor of economics and dean at Georgetown University's McCourt School of Public Policy for seven years.

In scholarship: His research has focused on state and local economic growth, wage and pension determination, savings behavior, productivity and economic dynamics, social insurance programs, and unions.

In government: During President Bill Clinton's administration, Montgomery served as chief economist, then counselor and assistant secretary for the Department of Labor before being elevated to the department's second highest position, deputy secretary of labor. During President Barack Obama's administration, Montgomery was a member of the president's auto task force and led the inter-agency White House Council for Auto Communities and Workers. ■

"I was part of a team, but we had impact. And, so, when thinking about what universities you could go to, what universities are poised to have impact and that are changing lives in a material kind of way, to me, Western Michigan University has done that, and I think it's poised to do even more."

Very close to home, he saw the difference a WMU education made in the life of his son, E.J., who studied finance in the Haworth College of Business and graduated earlier this year.

"I've heard many stories from the alums I've met and, quite personally, I have a story about what this place has allowed my son to do. He came here and learned he likes finance. Haworth gave him opportunities, both in the classroom and outside, and he met a set of people who became his friend network.

"As a parent, what do you want for your children? You want them to be good people, and you want them to have opportunities to be successful in life. In my view, Western gave him both of those opportunities."

Goals for growing stronger

Now that he is more than two months into his own WMU experience, some of the new leader's goals for the University so far include pursuing initiatives that:

- lead to students graduating on time and with less debt;
- secure alternative funding to supplement the University's current revenue stream;
- continue the commitment to strengthening programs by broadening research, scholarship and creative activities; and
- enrich out-of-classroom experiences.

Montgomery established a $1.2 million Transformational Initiative Fund to support the work of cross-campus collaborations that lead to advancements in these areas.

"I want people to appreciate how much I think this is a good place that is ready to takeoff. Its best days aren't behind it. Its best days are in front of it. That's not because it's broken. It just has so much potential," Montgomery said.

"I want to be part of—emphasis on part of—this group of men and women coming together to take those next steps. It won't be easy. It won't happen in a day. It's a process. We can take this University and make it even stronger in terms of what it does for students, make it even stronger in terms of its research, make it even stronger in its impact on the community. And that's what I want to be part of." ■

Appointed and honored

The talents and expertise of WMU faculty members, students and alumni are often recognized with awards and also leveraged to shape policy in a number of realms outside the University.

Peterson

Wallace

Smith

Kavalhuna

Vandiver

Stoltman

Tapped for expertise

WMU's reputation in the field of behavior analysis led Michigan Gov. Rick Snyder to appoint multiple people with WMU ties to a new board that will help license and regulate the profession.

Five of nine inaugural appointees to the Michigan Board of Behavior Analysts have direct ties to WMU and will represent various constituencies.

- Dr. Stephanie Peterson, professor and chair of the WMU Department of Psychology, will serve a four-year term representing behavior analysts engaged in providing clinical services.
- Dr. Luchara Wallace, associate professor of special education, will serve a two-year term representing the general public.

Also serving on the board is a current graduate student, Ian McElfish, as well as WMU alumnae Dr. Jessa Love and Conny Raaymakers.

Reappointed to state panel

Michigan Gov. Rick Snyder has reappointed Dr. Ola Smith, chair and professor of accountancy, to the State Board of Accountancy.

Smith will serve a four-year term, continuing her work on the nine-member panel, which oversees licensure and certification requirements for certified public accountants and public accounting firms.

Engaged in oversight

Russell A. Kavalhuna, the College of Aviation's executive director of flight operations, was reappointed to a four-year term on the Michigan Aeronautics Commission. The nine-member commission governs all airports, flight schools and other aeronautical activities within the state.

Kavalhuna, who also is the aviation college's director of safety and a former US Airways Express pilot, was twice elected by commission members to serve the body as its chairman. A licensed attorney, Kavalhuna previously has served as an assistant U.S. attorney for the Western District of Michigan.

Recognized for research

Dr. Beverly Vandiver, professor of counselor education and counseling psychology, has been awarded the 2017 Distinguished Career Contribution to Research award from Division 45, Society for the Psychological Study of Culture, Ethnicity and Race of the American Psychological Association.

The award honors a senior person in the field of psychology who has made significant contributions in research related to ethnic minority populations.

The primary focus of Vandiver's research is on cultural issues, with a specific emphasis on skill development, black racial identity, gender issues and special issues of black populations. She is one of the most prominent scholars in the country on the important issues of culturally appropriate scale development and validation, race and gender identity development, and multicultural theory.

Twice honored by peers

The National Council for Geographic Education awarded Dr. Joseph Stoltman, professor of geography, with its Distinguished Mentor Award and the Higher Education Distinguished Teaching Award.

The Distinguished Mentor Award is presented to professors whose guidance and influence is significant for students becoming geographers or classroom teachers. Stoltman was one of two professors presented with the award this year.

Meanwhile, the Higher Education Distinguished Teaching Award celebrates excellence in higher education geography teaching and leadership. A total of five educators were singled out for that award.

"Anyone who knows Joe would agree that these awards sound custom-designed for Dr. Stoltman," said Zachary R. Dulli, the council's CEO. "It is hard to imagine anyone who has been more welcoming and encouraging to future geographers and geography educators than Joe." ■

Engaged families—

—supported students

Family engagement office marks 10 years of being 'go to' for Bronco families

During a parent and family orientation session a few weeks before fall semester began, Office of Family Engagement Director Shari Glaser polled participants in the room:

Glaser

What will your greatest challenge be when your son or daughter transitions to college?

Using a device to anonymously select a response, 32 percent indicated that missing their student would be the greatest challenge; 27 percent pointed to the financial implications of tuition; 19 percent worried about staying connected; another 19 percent pointed to being supportive while letting go; and 3 percent felt the parent-child relationship change presented the biggest challenge.

While the student is necessarily the focal point in the high school-to-college transition, the transition has a familywide ripple effect, a fact that is recognized and valued at WMU, especially through the Office of Family Engagement.

"We know through research that the transition is equally challenging for the family as for the student," Glaser says. "It's not necessarily challenging in a negative way, but challenging in that it changes the family dynamic, and your relationship changes because your roles change."

This year, the family engagement office is celebrating a decade of guiding thousands of Bronco families through that transition.

More than that, the office has been an ongoing point of contact and source of support for families on a range of issues involving their students, from academic struggles to social dilemmas to the ins and outs of parenting a college student.

All about connections

To hear Cynthia DeJohnette tell it, the family engagement office played an instrumental role in saving her son's freshman year from derailment.

She met Glaser, as many parents do, during orientation and, as other parents have said, never expected to call on the office.

Then, after starting the year strong, her son's grades suffered a second-semester slump, which is not at all unusual and absolutely fixable. But, from a state away, how to advise him on the best resources to tap at WMU to get back on track?

"I called Shari. She's my go-to lady," DeJohnette says. "Shari didn't just talk to him on the phone, she met with him in her office. She gave him resources on what to do and links that helped him out."

> "There's that nervousness of, 'What if she needs something when I'm not there?' But you raised them well, and they've done the right things. The first step in the right direction is going off to college. The whole idea is they're moving into adulthood, and they're going to fly."
>
> —Nandita Bajaj, parent of first-year student

Move-in day: Nandita Bajaj paused to playfully hug her daughter, Ragini Arora, while the fun-loving family moved their Bronco into her new residence.

> The office is about making connections.
>
> —Glaser

Following Glaser's advice, her son took the initiative to tap into the academic resources offered at the University and did the necessary work to improve his grades.

"She made that one-on-one connection," DeJohnette says. "She gave us her undivided attention and continued to work with us until the issue was resolved. And I appreciate her for it."

Ragini Arora and her father, Ajay Arora, arrange her bed.

Glaser, who has led the family engagement office since its inception and is an experienced college parent herself, says the office is about making connections.

"If a student has a problem—and this is research-based—they will call their loved one long before they let us (at WMU) know what's going on. And they do that because that's the environment in which they've been raised, and the trust is there.

"So, the more information we can give family members about what we have available here at Western, the better. And simply the fact that we have an office that you can contact to get information gives them a liaison into the University to get their question answered, their concern addressed, or to connect the dots with other departments and other areas," she says.

Karen Baldwin, another Bronco parent, says the regular updates from the office about campus happenings have given her a welcome view into her daughter's college experience over the years and an awareness of ways she can be supportive without encroaching.

"Those updates help me feel connected with what's happening at the school and what my daughter might be going through. When I know exams are coming up, I'll invite my daughter and her friends over for dinner or take them out for dinner," she says.

"And anytime I've ever emailed Shari or needed Shari, she's made me feel like I'm the only person she's working with."

Partners and advocates

Within the past 20 years, more and more higher education institutions have formally responded to the needs of parents and families accustomed to much more involvement in their offspring's schooling—from preschool through postsecondary education—than previous generations.

And though labels such as "helicopter parent" and "tiger mom" are bandied about, Glaser says that "the pejorative reputation out there is really not the reality of it.

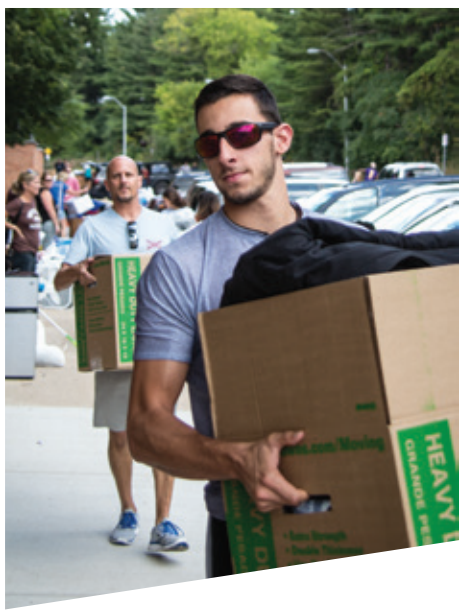
"But because of the fact that parents have been so engaged at the high school level, as a college or university you have two choices: You either don't accept that and you turn parents away" or you embrace parents and families as partners and advocates, she says.

Consequently, there's been a significant rise in parent and family offices at colleges.

In 2015, a University of Minnesota survey of 223 U.S. and Canadian higher education institutions' parent-family programs, 53 percent indicated their programs had been established between 2000 and 2015, and almost a quarter of those had launched since 2010.

WMU's office began operating in 2007 to be a conduit of information and direct contact for families and also offer educational resources on how parenting changes when an offspring is in college.

For instance, for today's parents, many of whom have grown used to online access to their students'



Grant Simper and his dad, Brian Simper, haul his boxed belongings into his residence hall.

Grant, center, checks into a residence hall. His mother, Natalie, who had to remain in Florida with her other children, expressed the mixed emotions many parents feel when their kids leave for college: Saddened by the new absence, but "excited for him because he's ready."

grades and other academic information K-12, it can be jarring to learn that that kind of access is no longer automatic because of federal privacy laws protecting college students' information.

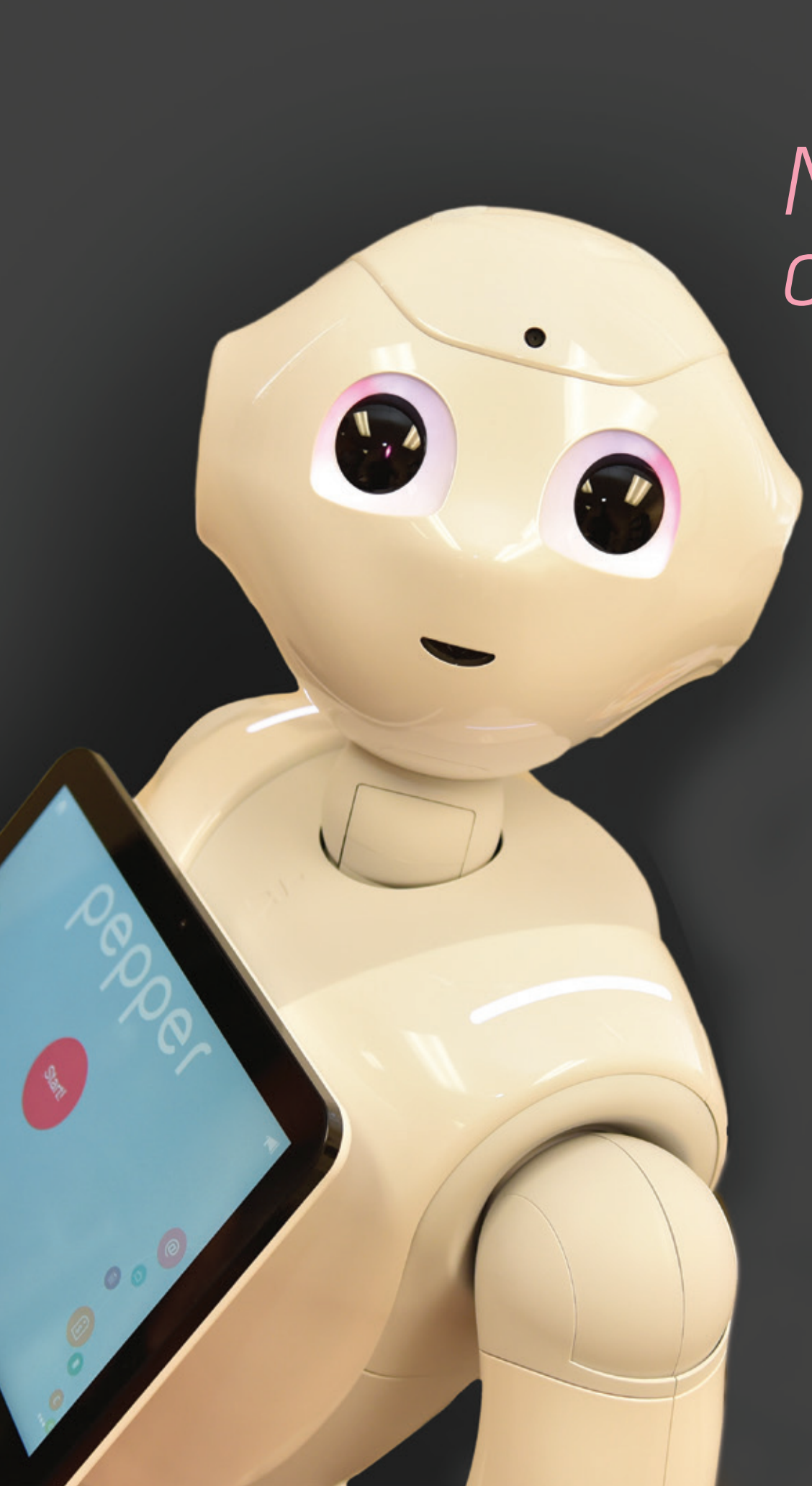
"It is very, very different for families because they can't be engaged in that same way," Glaser says.

"That's why if you can create a vehicle for connecting with families, not only do you create that support connection, but you also help to educate them on: This is how your role will change. This is what you need to think about in the context of being a college student's parent or family member that's different than what you had in high school."

The Arora family is among the many new Bronco families in the midst of adjusting to a new dynamic this fall. Nandita Bajaj and her husband, Ajay Arora, moved their daughter, Ragini, into a residence hall in late August. "There's that nervousness of, 'What if she needs something when I'm not there?' But you raised them well, and they've done the right things. The first step in the right direction is going off to college," Bajaj says.

"The whole idea is they're moving into adulthood, and they're going to fly."

Learn more about the Office of Family Engagement at wmich.edu/families. ■



New bot on campus

Lab explores human-robot communication with Pepper

As conversation ceased and the room went quiet for a moment, Pepper the robot did something utterly human in the momentary silence.

It told a joke to break the tension.

"Don't be afraid," the child-size humanoid machine implored the actual humans gathered, "I won't hurt you."

Meet Pepper, a robot that reads the emotions of people it meets and reacts to their moods using its voice, arm and hand gestures and changes in eye color to express itself. Pepper also carries about a touch screen that it uses to play games and respond personally to the mood of the moment.

WMU researchers are gaining insight into their knowledge of human-robot interactions with this new, glistening white-plastic being that stands nearly 4 feet tall, weighs 65 pounds, and talks and gestures enthusiastically as it maneuvers about on wheels.

Pepper was brought to WMU in late July through an anonymous donation. Drs. Chad and Autumn Edwards, researchers in the School of Communication and co-directors of the Communication and Social Robotics Labs, were busy getting to know Pepper for a few months before they began live interactions with students.

"Don't be afraid. I won't hurt you."

—Pepper

"Hello. I am Pepper," the robot introduces itself, spreading its arms out wide. "I'm your robot. I like humans. Humans are so cute. Encountering a human is always a special moment."

Needless to say, Pepper has been a big hit.

"Isn't she amazing?" Autumn Edwards says, referring to Pepper in the female gender. Pepper often seems more feminine than masculine to many observers because of the robot's shape and the high pitch of its voice. But technically, Pepper is an "it."

"In Japan, where Pepper is much more deployed already, it's 'Pepper-kun,' which is 'young boy.' "

Message design logic

Using Pepper in their robotics lab on the second floor of Sprau Tower, the two researchers will question whether the message sophistication preferred among human partners will carry over to what is preferred from a robot interlocutor. Or, owing to more normative expectations of how a robot "should" communicate, will people prefer less sophisticated message patterns?

Autumn and Chad Edwards also can control what the robot says to test different patterns of speaking and observe its interactions with humans from outside the room via cameras.

Though Pepper is not for sale in the U.S. yet, SoftBank, the robot's owner and distributor, reached out to several U.S. robotics labs to see if any were interested in obtaining one of the robots to conduct research studies.

"What we're looking at is, in situations where Pepper would be regulating other people's behavior, do they respond better to more sophisticated or simpler messages," Autumn Edwards says.

"It's interesting because there's kind of a debate in human robotics interaction studies right now about exactly how human-like social machines should be. On the one hand, studies show that people tend to respond to computers and robots as if they were other people. On the other hand, because these are machines, people may have different expectations of how they should communicate and feel uneasy when they appear or sound too much like human beings."

More sophisticated messaging would go beyond accomplishing a simple task to encompass relationship building.

Professor Autumn Edwards interacts with Pepper.

"In our earlier studies, contrary to what's been predicted, people are actually more creeped out by more direct and straightforward robot compliance-gaining messages," Autumn Edwards says.

"So, we'll be looking at which robot messages are most motivating for human beings, which ones are seen as the most effective and appropriate, and which ones convey the most empathy."

The researchers have so far found people tend to talk to Pepper as if it's a dog or a small child.

Robotic world

Though encounters with social robots are quite limited in the United States, they are much more common in Europe and Asia.

"We were in Japan for a conference last year and there was a Pepper in the hotel lobby, a Pepper at KFC, a Pepper in the cellphone store," Autumn Edwards says. "They were everywhere."

If asked, Pepper is more than happy to tell someone all about itself.

"I'm Pepper," it says. "It's nice meeting you. Would you like to know more about me?"

Pepper says that it is a humanoid robot and its purpose is to interact with humans.

"To do that, I have cameras and microphones in my head. I have three wheels, but I can't jump. Most importantly, I have 17 degrees of freedom. It means I can move like no other robot and use familiar gestures so that we can understand each other and get along."

"We were in Japan for a conference last year and there was a Pepper in the hotel lobby, a Pepper at KFC, a Pepper in the cellphone store. They were everywhere."

—Dr. Autumn Edwards

Pepper asks that someone touch its head to hear its robot résumé.

Pepper started its career in 2014 in Japan, with one of its first experiences working at Nescafé stores helping customers choose coffee makers. Since then, it has been deployed at such companies as Nissan, attracting more customers to its showrooms, and more recently at Carrefour stores in Europe, offering recommendations for wine, books and recipes. Some homes overseas have their very own Pepper.

Closing a recent conversation, Pepper said, "I told you a lot about myself today. Did I answer all of your questions?

"Yes, Pepper," Autumn Edwards responded.

"Great!" Pepper said. "Make sure you write a good article on Pepper!" ■

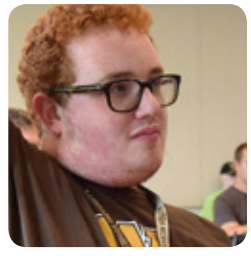
A **spectrum** of support

In part because of WMU's autism services, *INSIGHT into Diversity* magazine honored the University with its Higher Education Excellence in Diversity award.

> **"This program has taught me a lot of what I need to do. It's given me a feel for what college academics are going to be like. ... How much I need to study. And, basically, what I need to do to be successful."**
>
> **—Gretchko**

Ben Gretchko has made a habit of outdoing expectations.

When he was a toddler and diagnosed with autism, his parents were told to learn sign language for fear he would never speak. But, today, he speaks a fluent blue streak; his inspiring high school graduation address "went viral" online.



Grechko

And, statistically, for a variety of reasons, the odds are against students with autism enrolling in college. But this fall, the 19-year-old metro Detroiter is a freshman at WMU.

Along with his own determination, the support of family, instructors, specialists and friends have been central to Gretchko's successes in the face of challenges posed by autism spectrum disorder, or ASD.

So, he and his parents were pleased to find a support system available for him at WMU, as well.

"Many institutions haven't made the effort," says Lisa Gretchko, his mother. "Everybody who gets into college deserves a chance to succeed."

View a short video at bit.ly/2xIW4c

Dr. Kourtney Bakalyar, coordinator of the Autism Services Center

Autism is an increasingly prevalent disorder that can be characterized by difficulties with social interaction, communication and language, and with managing anxiety and regulating unusual repetitive behaviors. How the disorder presents itself varies from person to person.

The University provides support to students with ASD that goes beyond Americans with Disabilities Act accommodations, including one-on-one coaching, workshops, events that promote social engagement as well as assistance with professor-student-parent communications.

The intention, just as with any other student, is to help position students on the spectrum to be as successful as possible in the pursuit of their degrees.

"My philosophy on working with people with disabilities is that it's our job to help teach them as many skills as possible, from life skills to academic skills, so that they can participate in activities that allow them to lead a happy life and be the most productive member of society possible," says Dr. Stephanie Peterson, professor of psychology and co-leader of WMU's Autism Center for Excellence.

Prepared to achieve

Gretchko's first experience with that support came through the WMU Autism Services Center's Summer Transition Program, a new college prep initiative offered in partnership with Michigan Rehabilitation Services.

Taking part in the nearly two-month-long, on-campus program are college-bound high school juniors and seniors and recent graduates heading into their first year of higher education.

> **"For most of the students I work with, it isn't the academic or the content knowledge that causes them to search out support. It's the other things—time management, the social skills, the communication skills and the independent-living skills—that cause someone to need extra support."**
>
> **—Bakalyar**

Rockwood

For some, the program is confirmation they can handle college; others may learn they're not yet ready.

"This program has taught me a lot of what I need to do," Gretchko said in August. "It's given me a feel for what college academics are going to be like. ... How much I need to study. And, basically, what I need to do to be successful."

Instilling skills

After noticing that some of her students had "skill gaps" in certain areas, Dr. Kourtney Bakalyar, coordinator of the Autism Services Center, created and pilot tested the summer program in 2016.

"For most of the students I work with, it isn't the academic or the content knowledge that causes them to search out support," she says, adding that about 30 percent of her participants are honors students.

"It's the other things—time management, the social skills, the communication skills and the independent-living skills—that cause someone to need extra support."

This past summer, from late June through mid-August, 20 students in the transition program took their first regular WMU course, worked up to 10 hours a week on a paid campus job, lived in a residence hall and made connections with other learners—all the trappings of college life early.

Moreover, they received weekly one-on-one coaching and classroom instruction on how to traverse the higher-education setting and work environment, given some of the distinctive characteristics that can come with autism.

It gave Gretchko his first taste of university-level rigor—the communication major took a communication theory course. And being on campus for several weeks helped allay his anxieties about the unknown—what college would really be like.

"It's been fun. It's been stressful at the same time," he said, recognizing that he would need strategies to manage the stress.

Stress management, learning strategies, socialization—each student comes with different strengths and areas of need.

"Some of them may need help with learning how to learn," Bakalyar says. "So, we go through how to pull the relevant information from a lecture. We teach them how to read each textbook to get the information they need. We teach students how to study" for college-level material.

Others who struggle with social cues—such as reading body language—may need to work on communication and social interaction.

"One-on-one, a student (on the autism spectrum) may be very comfortable and can have a back and forth conversation, and you may not notice they are outside the typical college student. But different situations may cause that student to have a lot of anxiety, such as talking to their professor."

Self-determined

New college students in general—incipient adults away from home and family for the first time—are taking their self-management and self-advocacy skills to new levels.

Managing that rite of passage can be all the more formidable when adding to it difficulties with communication, extraordinary anxiety and other hallmarks of autism.

"It's hard for everyone to be in college, but it's harder for autistics," opined Olivia Rockwood, a high school junior who participated in the summer program and plans to pursue an engineering degree one day.

"It's a giant transition to go from being guided to defending yourself."

But the 16-year-old is looking forward to the day she can enroll in college full time, particularly because she doesn't feel challenged academically in high school.

"It comes extremely easy for me. The only thing here (at the university level) is it's more intense." Students are expected to be self-directed and motivated.

"I don't have my family there saying, 'Do it, do it, do it. You need to get this done.' It's more like, 'I need to get this done.'"

When things get intense, she falls back on the advice of a trusted advisor.

"My mentor has taught me that success is a choice and you should choose to succeed, and that's really what's been helping me."

Learn more about WMU's autism services at wmich.edu/autism. ■

Busy with beneficence

Community-minded student honored for civic engagement

Alexis Lenderman follows two key principles in college—to learn as much as possible and to do as much good as possible with what she learns.

As a child in the foster care system, Lenderman often felt as though she had no control, no voice and had a lot taken away.

"Education is the one thing that can't be taken away from me," she says. "So, I push myself as hard as I can to see what I can do."

What can she do? A lot.

In April, the double major and honors student was named a 2017 Newman Civic Fellow for devoting countless hours to community engagement and service. In May, she won a Leadership and the American Presidency Scholarship.

This fall, the senior is interning on Capitol Hill with the Congressional Coalition on Adoption Institute while taking classes as a visiting student at George Mason University. And her move to Washington, D.C., came after spending the summer in South Korean—her fifth experience studying abroad.

"Alexis is one of the most motivated, focused and engaged students I have had the pleasure to know," says Jane Baas, associate dean of WMU's Lee Honors College.

"Her entrepreneurial spirit, talent and dedication have enabled her to earn a plethora of scholarships to support her many study abroad experiences and internships. I have no doubt that Alexis will lead the way wherever she lands after graduation."

Lenderman is majoring in entrepreneurship and global and international studies at WMU and minoring in nonprofit leadership and political science. She has been a part of 10 student organizations, all of which are centered on using business, entrepreneurship and empowerment to bring about positive change.

The Flint, Michigan, resident came to WMU in 2014. She is part of the University's Seita Scholars Program, a program that supports students who have aged out of foster care. And she's subsequently worked closely with the program to bring awareness and help to other young people in foster care.

Because this student leader has so regularly engaged in "anything that helps to bring about equality for all people," WMU's former president, Dr. John M. Dunn, nominated her for the Newman fellowship earlier this year.

Presidents and chancellors of institutions that are members of Campus Compact are annually invited to nominate one community-committed student from their school for the one-year fellowship. Nominees are individuals who have demonstrated an investment in finding solutions for challenges facing communities throughout the country and abroad.

Lenderman was one of 273 students from across the nation selected for the fellowship and, out of that pool, one of five to also receive a scholarship from the Ronald Reagan Presidential Foundation and Institute's fall 2017 Leadership and the American Presidency Program.

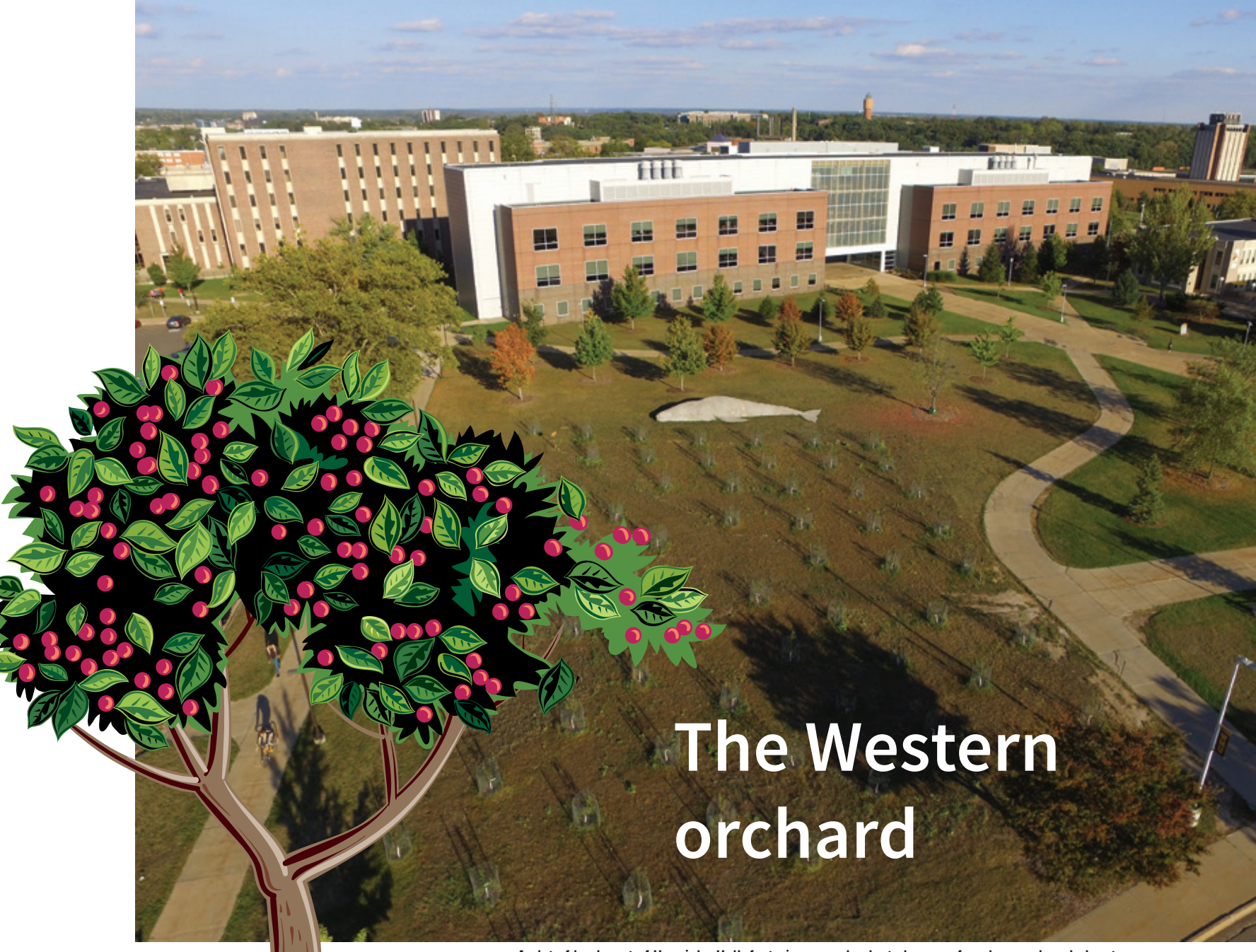
The program is designed to develop the next generation of citizen leaders and selects its scholarship winners from Newman Civic Fellows for their commitment to public service and civic engagement.

"As a first-generation college student who aged out of the foster care system, I have seen the power of advocacy on behalf of marginalized populations firsthand," Lenderman wrote in a personal statement associated with the fellowship. "I spent years feeling as if I did not have a voice, so I am determined to use my voice to address social issues affecting those that have also felt unheard."

Her ultimate aspiration is to work for the United Nations on humanitarian missions. ■

Lenderman

The Western orchard



A plot of land west of Haenicke Hall, featuring a newly planted grove of apple, peach and plum trees, exemplifies sustainable land stewardship and also will provide students with opportunities for field research.

"This previously was a site that was almost sterile and void of any life. I was amazed that all that insect activity and life came here in that short period of time."

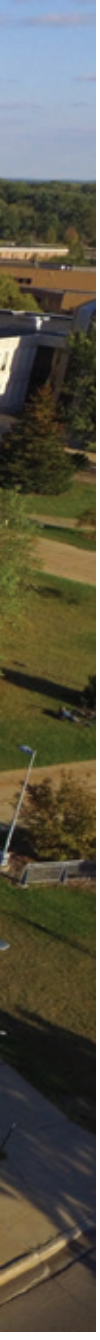
—Gooch

What previously included a parking lot and, for a long time after, remained hardpan land on WMU's west campus is being naturally rejuvenated by a nascent grove of nearly 70 fruit trees—apple, peach and plum—and other plantings sowed this past spring.

WMU's landscape services team, which has been accredited and honored for sustainable land management practices, envisioned remaking this "unproductive" site between Haenicke and Welborn halls into a biodiverse landscape by installing a permaculture orchard—perhaps among the first of its kind on a university campus, according to Nick Gooch, WMU horticulturist and one of the project's managers.

The highly visible land has not looked much like a typical swath of campus lawn. Due to poor soil quality, grass has struggled to flourish there.

"That was the challenge. Can we take one of, arguably, the poorest soil sites on campus and make it beautiful and bountiful," Gooch says, along with intentional and educational.



The plot's plantings will seem haphazard at some points in the season. Clover, peas and other nitrogen-fixing plants are arrayed in hummocks at the foot of fledgling trees. Radishes dot the landscape. But there's a methodology at work here.

Permaculture

Gooch explains that permaculture is an agricultural technique designed to engender features observed in natural ecosystems. Rather than fostering a single-use, aesthetic-based system—such as a manicured carpet of grass—a permaculture landscape provides food, habitat, fertility and health benefits in a self-sustaining system, he explains.

"Instead of buying fertilizer, we've put in nitrogen-fixing plants that will take atmospheric nitrogen, put it in the soil and make it available to other plants."

Fruit and fruitful lessons

Years from now, the campus community will be able to enjoy the orchard's fruit, including several varieties of heirloom apples. In the meantime, the permaculture orchard offers formal and informal education and an example of sustainable land stewardship.

But the orchard is already ripe for use in general botany lessons and for research studies, says Dr. Todd Barkman, a professor of biology who researches plant systematics and molecular evolution.

"One of the main uses will be to show students what grafted trees look like. Each and every tree of a particular breed of fruit tree is a graft from some other tree," he says.

"For instance, a branch is removed from a red delicious tree and then it can be grafted onto a more-hardy rootstock—trunk—from a different, even non-desirable apple breed."

"Instead of buying fertilizer, we've put in nitrogen-fixing plants that will take atmospheric nitrogen, put it in the soil and make it available to other plants."

—Gooch

The tillage radishes planted here and there send taproots down deep, break up the gravely, compacted soil, eventually decay and create organic matter to build soil fertility. Other cover crops on the site, including buckwheat and oats, also create beneficial biomass.

No chemicals will be applied. And there is no yard "waste." Everything feeds everything else, Gooch says. The decaying matter feeds the soil, the fecund soil feeds the plants and the plants feed people, insects and animals. And, as living organisms die and decay, they feed the soil, restarting the cycle.

Over the summer, when the cover crops were knee high, the area was alive with several species of bees, butterflies and other insects.

"This previously was a site that was almost sterile and void of any life," Gooch says. "I was amazed that all that insect activity and life came here in that short period of time."

Usually, Barkman says, orchards are comprised solely of grafted trees to ensure that each tree produces the exact type of apple desired.

As for pursuing research in the orchard, he says it would be interesting to experiment with different types of cover crops and soil-busting plants to determine which plantings result in the best soil conditions and best-yielding trees.

"One obvious research study would look at the effect of planting legumes that could enhance the amount of nitrogen in the soils as compared to planting species that don't enhance the nitrogen levels in the soil," he says. "Since nitrogen availability is the main limitation to plant growth, that is a logical study to perform."

Gooch says the site has already sparked curiosity among passersby. He installed a sign explaining permaculture as well as the orchard's origins and purpose.

"This gets people to think and if they have objections, that's a great opportunity to educate somebody. If they say, 'I don't like that.' You ask why and explain what the plants do and why. That's the educational component, and that's what we're here for." ■

America's first martyr?

Renewed controversy about the appropriateness of Confederate monuments in the public square captured headlines in recent months, with opponents of the displays viewing them as celebrating men who attempted to create a separate nation based on white supremacy.

Others embrace the monuments as elements of Southern heritage or regard these markers as benign recognitions of historical figures and events.

Whatever the perspective, underlying the controversy are some of the central challenges involved in representing history, in general—what stories get recorded and commemorated and why—and America's history, specifically—how the country has dealt with the legacies of slavery.

History Professor Mitch Kachun explores some of these questions in his timely new book, "First Martyr of Liberty," which examines remembrances of Crispus Attucks, a mixed-race, self-liberated slave who was the first man slain in the Boston Massacre more than 247 years ago.

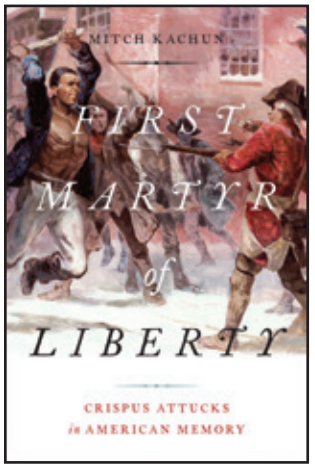
Kachun

Kachun writes that in the centuries since his death, Attucks has been characterized variously as a patriot, a thug, a heroic citizen, an irrelevant actor, first martyred for American independence and even America's "first national fool."

The professor specializes in researching African-American history as well as history and memory.

Several years ago, while researching African-American emancipation celebrations, he became fascinated by how and to what extent Attucks was featured in various accounts of the massacre, and more specifically at how black and white Americans have assigned meaning to the former slave's role.

"A big part of what I do as an educator and as a historian producing published works is to try to understand the process of how we construct our collective understandings of the past," Kachun says.



"You have to look at why the narratives many Americans embrace are constructed as they are. Why are certain facts pulled out and emphasized and others are ignored? To a certain extent, all history is constructed in this way."

The making of a massacre

U.S. public school students often learn about the Boston Massacre early on in history lessons about the formation of America as a nation. The event is popularly recalled as an inchoate action in the eventual all-out fight for colonial America's independence from British rule, though the Revolutionary War wouldn't begin for another five years.

As the story goes, leading up to the massacre, animosity between Boston residents and occupying British troops had been smoldering for some time. Building tensions came to a head on March 5, 1770, when word spread through the community about an altercation earlier that day between a young colonist and a soldier. Hundreds of colonists gathered to confront soldiers.

Kachun writes that, according to eyewitness accounts, Attucks was first in the angry assembly to strike out, attacking a soldier with a stick and, by one bystander's testimony, knocking away the man's weapon.

And then the troops fired. For his trouble, Attucks was shot in the chest.

The four men who died that day, Attucks included, were buried in a common grave and memorialized in a funeral service attended by thousands. Months later, some of the soldiers were tried for murder. All were acquitted of murder, though two were convicted on a lesser charge.

Terrorists or freedom fighters?

From the very beginning, sides squared off over the cause and meaning of the violent confrontation in ways that suited their disparate agendas.

Kachun writes that from the perspective of colonists increasingly weary of the occupying British troops, the clash was the fault of overly aggressive, power-abusing soldiers whose actions took the lives of "innocent" citizens, would-be freedom fighters.

Meanwhile, defense attorney John Adams (later the nation's second president) placed blame on the mob, arguing that the soldiers were simply protecting themselves against, "a motley rabble of saucy boys, negroes and mulattoes; Irish teagues and outlandish Jack tars."

It is, however, the former representation of the men involved that has persisted in popular understanding of the skirmish, as the massacre is commemorated in connection to the country's fight for liberty. But there's more to how this story has been recalled in certain realms.

As Kachun began investigating, what particularly intrigued him was the volume of material and number of references he found about Attucks.

Though several men died that day—and all are known—it is Attucks who has been referenced and written about as an individual, sometimes at length, though often not factually, to support a range of political or cultural agendas.

> **"Dead men make such convenient heroes, for they cannot rise to challenge the images that we might fashion from their lives."**
>
> **—excerpt from a poem by Carl Wendell Hines**

A 'convenient hero?'

Some have described Attucks as little more than a mulatto reprobate who incited others to "murderously assault" soldiers and whose thuggish actions were not at all honorable. But beginning in the mid-19th century, many African-American groups pushing to attain the same rights as every other American, repurposed Attucks' story to remind broader society that a black man was the first to die for American freedom.

"Black abolitionists who were struggling in the 1840s and 1850s to claim their identity as Americans, to claim citizenship rights, and also to abolish slavery, they see Attucks' death as a key event leading up to the revolution," Kachun says.

"To say, 'He was the first man to die at the hands of British soldiers.' That's powerful imagery to demonstrate: 'We were there at the outset. We were there at the founding.'"

Though during most of the 20th century accounts of the Boston Massacre in textbooks didn't include Attucks' role, he was kept alive in African-American communities, Kachun says.

Attucks would be raised repeatedly over the years in relation to achieving voting rights, in recognition of black military service and for ending Jim Crow-era segregation.

Paul Revere's famous Boston Massacre engraving depicts a one-sided interpretation of the clash.

In his research, Kachun has come across schools, hotels and black American legion posts that bear Attucks' name. He even discovered an unofficial border security group that dubbed itself the Crispus Attucks Brigade, inspired by "The first black to die in defense of the American nation."

In a more recent reference, Luke Cage, the main character in a Netflix series that debuted last fall, mentions Attucks in a scene about heroism and giving one's life for a noble cause.

"That just epitomizes one version of the Attucks story that resonates," Kachun says.

Attucks hasn't been completely embraced in black history as someone to laud. Kachun writes that it was historian Carter G. Woodson who recorded another black intellectual's lament that Attucks was America's "first national fool" for sacrificing "his life for a country which held his people as slaves."

At the beginning of "First Martyr of Liberty," Kachun quotes a poem by Carl Wendell Hines. Hines' words reflect what the WMU history professor tries to explore throughout his book and, perhaps, also express a truth about many figures in the remembered past:

"Dead men make such convenient heroes, for they cannot rise to challenge the images that we might fashion from their lives."

Kachun says he hopes his book will provide readers with a clearer sense of how public understandings of historical narratives are constructed through monuments, textbooks, public commemorations and popular culture.

"Americans who are aware of their past," he argues, "are in a better position to act as responsible citizens in the present." ■

This past summer, Kathy Mirakovits taught middle and high school students how to interpret evidence in a mock crime scene during a forensic science class offered through WMU's Academically Talented Youth Program.

Teacher clues students in to forensic science

The scenes high school science teacher Kathy Mirakovits sets up for her students sometimes appear to be gory and are always enigmatic at initial encounter.

Often, there is a body. There may be blood splatter, possibly fingerprints. It is up to her students to detect and decipher the clues that will determine what happened and how.

Are there hair samples or other biological material to account for and test? What does the pattern or shape of blood splatter reveal about the direction and force of injury?

Questions pile up, and students are challenged to use biology chemistry, math and physics to discover the answers.

Before television shows such as "CSI" became popular, Mirakovits began teaching forensic science to her high school students as a way to hook their interest and keep them engaged in rigorous, inquiry-based science education.

"They love doing the science when they see there's a purpose behind it," says the educator of more than three decades and graduate of WMU's master's degree program in science education. She teaches at Portage Northern High School, about five miles south of WMU.

"I'm not trying to get students to become forensic scientists. That's not my goal. My goal is to show them that all this science that they've learned K-10, they're now going to put into practice. It gets the kids to think analytically, to problem solve and work as

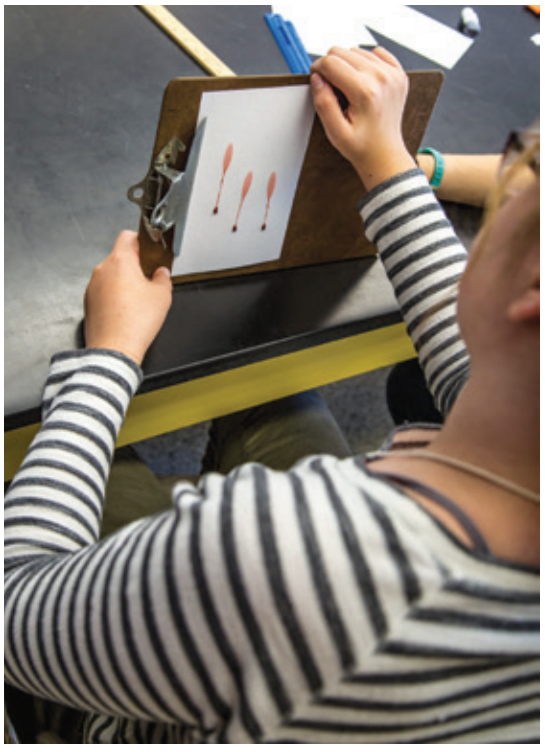
a team. Those are skills they can use in any job they go on to do."

Mirakovits is an award-winning educator and teacher leader, and she has become expert in forensic science instruction.

During summers, she travels the country training other school teachers seeking to develop forensic science coursework. She has co-authored texts on the subject and created other curricular material, both sold nationally, and she is certified in bloodstain analysis.

Mirakovits became interested in teaching the biology, chemistry and physics of crime scene investigation back in the mid 1990s, after serving as a juror on a criminal court case.

Jury duty took the teacher away from her classroom for a few weeks and when she returned, her ninth graders were curious about her experience in court. In a teacherly move, she turned what her pupils were curious about into a lesson plan and asked a local sheriff's deputy to help set up a realistic crime scene off campus.



Students learned how to analyze bloodstain patterns and fingerprints in a weeklong class at WMU.

"We did fingerprinting. We did blood splatter analysis, which is physics. We did drug testing, which is chemistry. They loved it. I loved it. And I got hooked," she says.

Yet there was little or no curriculum in forensic science for high school students and no teacher education in a discipline that so well integrates much of what Mirakovits and other comprehensive science instructors are trained to teach.

But a teacher is fundamentally a learner, and she went about learning all she could about criminalistics.

"I make them prove all their evidence, and there's a lot of paperwork involved, which any police officer will tell you. … But they love the crime scenes. They love the hunt. They love the mystery."

—Mirakovits

Mirakovits has secured teaching grants to pay for training, visited crime labs, studied alongside police officers and once picked up techniques from investigators in the FBI's scientific research unit in Quantico, Virginia.

And when she couldn't find a just-right formulation of fake blood, she partnered with a police officer to create a formulation that is now sold in mock crime scene kits.

The more she has learned, the more sophisticated her courses in criminalistics have become.

She even created and maintains a "body farm" of pig fetuses that have died of natural causes. The farm allows her students to study insect progression, specifically the life cycle of the blowfly, to determine time of death, knowledge that is often critical in crime investigation and requires the application of biology, chemistry and climatology.

Today, Mirakovits' two forensic science courses at Portage Northern, where she also teaches honors-level physics, are popular with students.

But they're not easy.

Students sometimes grumble about processing evidence, not because they are put off by the macabre nature of even a fake crime scene, but because of the workload.

"I make them prove all their evidence, and there's a lot of paperwork involved, which any police officer will tell you. … But they love the crime scenes. They love the hunt. They love the mystery," she says.

Mike Huber, director of curriculum and professional development at Portage Public Schools, says Mirakovits is a beloved teacher who has high expectations for students.

"She puts the bar at max level, but helps the kids go with her to that high level of learning," he says.

"There's a real art and skill to leaving the bar high and comfortably walking with students to get to that spot. Kathy is very adept at that." ■

Alumnus, Vietnam vet who 'ran into danger' awarded Medal of Honor

For his life-saving acts of bravery as a U.S. Army medic during the Vietnam War, 1972 graduate James C. "Doc" McCloughan has been awarded the Medal of Honor.

The retired teacher and coach was finally conferred America's highest military honor on July 31, following the decadeslong lobbying efforts of his fellow servicemen.

President Donald Trump bestowed the medal during a White House ceremony.

McCloughan's many feats of bravery occurred about three years before he had earned a master's degree in counseling education/counseling psychology from WMU.

In remarks recounting McCloughan's life-saving efforts in 1969, Trump said the former Army medic "ran into danger" to save his fellow soldiers in spite of his own grisly injuries.

Trump's retelling of the events, in part:

"On May 13, 1969, less than three months after he arrived, Jim was one of 89 men in Charlie Company to embark on a mission to secure a transportation route near Nui Yon. As Jim and his men jumped out of the helicopter, it quickly became clear that they were surrounded by enemy troops. Within minutes, two choppers were shot down, and one of his men was badly wounded in the middle of an open field.

"Jim did not hesitate. He blazed through 100 meters of enemy fire to carry the wounded and the soldier to safety. But this was only the first of many heroic deeds Jim would perform over the next 48 hours.

"After tending to the first wounded soldier, Jim joined a mission to advance toward the enemy, and advance they did. Before long, they were ambushed. Again, he ran into danger to rescue his men. As he cared for two soldiers, shrapnel from a rocket-propelled grenade slashed open the back of Jim's body from head to foot.

"Yet that terrible wound didn't stop Jim from pulling those two men to safety, nor did it stop him from answering the plea of another wounded comrade and carrying him to safety atop his own badly injured body," Trump recounted to the audience gathered at the White House.

As night fell, all except one soldier made it to the company's night defensive position.

"Again, 'Doc' did not hesitate," Trump explained.

"He crawled through a rice paddy thick with steel rain—that means bullets all over the place. As soldiers watched him, they were sure that was the last time they would see 'Doc.'"

President Donald Trump drapes James C. McCloughan with the Medal of Honor, earned for the alumnus' distinguished actions during the Vietnam War.

> "I can tell you, I was amongst a lot of heroes in that 48 hours. … I'm proud for everyone (who was) involved in it. I hope that I can live up to what this medal represents."
>
> **—McCloughan**

But McCloughan carried the soldier to safety, tended his wounds and lifted him to a medevac helicopter. Though his lieutenant ordered him aboard, McCloughan refused.

"He said, 'You're going to need me here.' As Jim now says, 'I would have rather died on the battlefield than know that men died because they did not have a medic.' …

Ultimately, McCloughan rescued 10 soldiers and tended to countless others. He was one of 32 men who fought until the end. "They held their ground against more than 2,000 enemy troops," the president said.

His feelings the moment Trump draped him with the long-in-coming medal were hard to describe, McCloughan told a television reporter.

"I can tell you, I was amongst a lot of heroes in that 48 hours. … I'm proud for everyone (who was) involved in it. I hope that I can live up to what this medal represents." ■

Send submissions to: teresa.ventimiglia@wmich.edu. Include your name (first, middle, last, maiden), degree(s), year(s) graduated and a daytime phone number by which we can reach you. We will publish photos as space permits.

James Charlton, BBA '62, has authored a new book titled "Speaking of Dogs," a collection of quotes about man's best friend published by David R. Godine.

William Pickard, BS '64, has authored a new book titled "Millionaire Moves: Seven Proven Principles of Entrepreneurship," published by Real Times Media.

Marla D. Smith, SC '66, has been elected to the Music for All board of directors, a non-profit national education organization located in Indianapolis.

Charlie Mestek, BBA '68, has retired after 48 years of teaching, most recently from Williams Bay (Wisconsin) School District as its high school at-risk coordinator. He was a business teacher for 35 years at Rolling Meadows High School in LaGrange, Illinois.

Audrey Williamsen, MS '69, recently celebrated 70 years serving in the Catholic Church as a Dominican nun. She also has served and taught as a librarian in schools in Wisconsin, Michigan and Kentucky.

Catherine Burns, MSLS '71, recently celebrated 60 years serving as a Catholic nun for The Congregation of the Humility of Mary in Iowa.

Gerard M. Marshall, BS '71, was inducted into the WMU Paper Technology Foundation Hall of Fame. He is managing director of Management Recruiter International of Weldon Spring, Missouri.

Gary Brayak, BS '72, has retired after 45 years as a teacher, coach and athletic director for Mid Peninsula High School in Rock, Michigan.

Bernard Squires, BA '72, has retired after 42 years as purchasing manager for GHS Corp. in Battle Creek, Michigan.

John D. Craig, BS '73, has been appointed to the board of directors for Amphenol Corp., a global manufacturer of interconnect products.

James P. Kelly, BA '74, MA '77, professor of neurology for the University of Colorado School of Medicine, serves as director of the new Marcus Institute for Brain Health at the university's Anschutz Medical Campus. The institute was established with a $38 million gift, at the direction of Kelly, from the Atlanta-based Marcus Foundation. The institute provides treatment to military veterans experiencing the effects of traumatic brain injuries and associated psychological conditions.

Jim Bartlett, MS '77, has retired as general manager for Nub's Nob Ski Area in Harbor Springs, Michigan.

Nancy Thomson, BA '77, has retired after 40 years at Memphis (Michigan) Community Schools as an educator and administrator.

Juanita Britton, BS '78, is a senior vice president of Paradies BZB, DC. She oversees 21 concession programs at the Ronald Reagan National Airport and Washington Dulles International Airport.

Morris Davenport, BA '79, vice president of production for ESPN, has been inducted into the Muskegon (Michigan) Area Sports Hall of Fame. He attended Hesperia High School where he won 14 varsity letters.

Michael Benton, MA '80, has retired after 37 years of teaching theology, history and Spanish at Walsh Jesuit High School in Cuyahoga Falls, Ohio.

James J. Ciennik, III, BBA '80, is the recipient of the National Association of Insurance and Financial Advisors 2017 Marvin E. Muilenberg, CLU Distinguished Service Award. The award recognizes dedicated leadership and service to the life insurance and financial services industry, as well as to the agency system and community. The award was presented by the National Association of Insurannce and Financial Advisors-Michigan. Ciennik is vice president of Ciennik Financial Group Inc. in Sterling Heights, Michigan.

Mark Hayden, BBA '83, is a managing director in the dispute resolution consulting practice in financial advisory services for Los Angeles-based Houlihan Lokey Inc.

William Raymond, MSW '85, is the new chief executive officer for UPWARD, the Upper Peninsula workforce development agency branch of Michigan Works!

Fred Corbus, BBA '86, is the new general manager of WWMT TV, a Kalamazoo-based CBS affiliate and branch of the Sinclair Broadcast Group.

Curtis Cunningham, BS '87, is the new director of marketing and public relations for The Gilmore International Keyboard Festival in Kalamazoo.

Doug Burnside, BBA '90, is vice president of North American sales and marketing for Yaskawa Motoman, a robotics company headquartered in Miamisburg, Ohio.

Thomas Cameron, BBA '92, has been appointed by Gov. Rick Snyder to the 1st District Michigan Court of Appeals.

Todd Farmer, BS '93, MA '99, is the new athletic director for Coldwater (Michigan) High School.

Ricardo R. Moore, BS '93, has been appointed to the Michigan Parole Board.

Mark William Welch, BS '93, BSE '04, is the director of global systems for Flowserve Corp., in its Kalamazoo office.

Brittney N. Young, BS '93, is the new administrative assistant for the TRiO Student Success Program in WMU's Center for Academic Success Programs.

Kenneth Lynn Jankowski, BA '94, was named the 2018 Teacher of the Year by the Department of Defense Education Association Southeast District. He teaches German, world history and Model United Nations at Fort Campbell (Kentucky) High School.

Kevin Klein, BS '94, has been appointed to the Michigan Department of Transportation's Unmanned Aircraft Systems Task Force by Gov. Rick Snyder. He is the airport director of the Northwestern Regional Airport Commission of the Cherry Capitol Airport in Traverse City, Michigan.

Wendy (Ross) Ringo, BA '94, is the chief operating officer for Near North Health Corp., in Chicago.

Bree Baughman, BA '96, is the recipient of the 2017 Jared Polis Foundation Crystal Apple Award, which honors educators who demonstrate results-driven teaching as well as compassion and dedication toward their students. She is a K-5 English language teacher at Fraser (Colorado) Valley Elementary School.

Thad Beard, MA '96, is the new Rockford (Michigan) city manager.

Gretchen Holloway, BBA '96, has been promoted to senior vice president and chief financial officer for ITC Holdings Corp., an independent electricity transmission company based in Novi, Michigan.

Ken Mohney, BS '96, MA '01, has been honored with the 2017 Michigan High School Athletic Association's Allen W. Bush Award. Mohney is director of student activities in the athletic department of Mattawan Consolidated Schools.

Adam Schuitema, BS '96, MFA '03, PhD '07, has authored a new book titled "The Things We Do That Make No Sense" and published by Switchgrass Books.

Patricia Relf Hanavan, MA '97, has co-authored a new book titled "To Offer Compassion: A History of the Clergy Consultation Service on Abortion" and published by University of Wisconsin Press.

Danielle Hagaman-Clark, BA '98, will serve on the Michigan Campus Sexual Assault Workgroup, representing the law enforcement community. She is a training attorney for the Prosecuting Attorney's Association of Michigan.

Bridget Sweet, BM '98, is the author of "Growing Musicians: Teaching Music in Middle School and Beyond," published by Oxford University Press.

Karl R. Norton, BBA '00, is the president of Turnaround Management Association, West Michigan Chapter.

Michael Baer, BBA '01, has been recognized by *Forbes* magazine as one of the top 500 Next Generation Wealth Advisors. He is a senior financial advisor for Merrill Lynch in Portage, Michigan.

Kevin Kopec, BA '01, has been named a 2017 Teacher of the Year by Lake Orion Community Schools. He is a high school government and economics teacher.

Seth Parker, MA '01, is the new principal at Roanoke Elementary School in Huntington County, Indiana.

Kelly Brennan, BBA '02, MA '03, is the executive director of strategic initiatives and engagement for the University of Pittsburgh athletic department.

Michael Leiter, BS '02, MA '06, is the new principal of Greenville (Michigan) High School.

Dan Troup, BBA '02, is the new regional director for RE/MAX of Michigan in Portage.

Kristen Bawks, BS '02, MA '09, is the new principal at Brown Elementary School in St. Joseph, Michigan.

Joseph Carter, BBS '03, has been recognized by *Forbes* magazine as one of the top 500 Next Generation Wealth Advisors. He is a senior financial advisor for Merrill Lynch in Bloomfield Hills, Michigan.

Laura Galaviz, BA '03, is the finance coordinator for grant making for the Kalamazoo Community Foundation.

Scott Hankins, BBA '03, has been recognized by *Forbes* magazine as one of the top 500 Next Generation Wealth Advisors. He is a senior vice president for wealth management and senior financial advisor for Merrill Lynch in Dearborn, Michigan.

Jennifer Anne Lipson, BA '03, is a Spanish teacher at Discovery Middle School at Plymouth-Canton (Michigan) Community Schools.

Timothy Kangas, PhD '04, is the chief operating officer for the Armed Forces Retirement Home in Washington, D.C., and Gulfport, Mississippi.

Scott Malott, BBA '04, has joined the Bloomfield Hills, Michigan, office of Plunkett Cooney in the firm's transportation law practice group.

Heron O'Neal, BS '04, is the new head coach of the Salina Liberty, a professional indoor football team in Salina, Kansas.

Paul J. Santi, BA '04, has joined Fabrizio & Brook, a Troy, Michigan, firm that specializes in litigation, creditors' rights and real estate law.

Ryan Post, BBA '05, MBA '14, is the new finance director for St. Joseph County, Michigan.

Brian Abel, BA '07, is a reporter for Detroit's WXYZ-TV 7 Action News This Morning.

Amy Williams, BS '07, MA '14, is the new curriculum director for Berrien Springs (Michigan) Public Schools.

Doris Andrea Dirks, MA '08, PhD '11, has co-authored a new book titled "To Offer Compassion: A History of the Clergy Consultation Service on Abortion" and published by University of Wisconsin Press.

Kate Dernocoeur, MFA '10, is the author of a new book published by Falcon, "A Worthy Expedition: The History of NOLS." NOLS is a wilderness school based in Lander, Wyoming.

Hussain Ali, BS '11, is the new principal for Poupard Elementary School in Harper Woods, Michigan.

Brian W. Taylor, BS '11, is the new assistant director of Manice Education Center in Florida, Massachusetts.

Justin J. Crew, BA '12, is the director of player development for the WMU hockey team.

Rachel Marie Denny, BS '12, is a resident at Henry Ford Hospital's Macomb, Michigan, campus.

Jeremy Jubenville, BS '12, has joined the floriculture and ornamental horticulture team of Michigan State University Extension as a greenhouse extension educator.

Heather List, MA '15, is the project manager for WISEdash Local, an information system for school districts in Wisconsin.

Michael Pascoe, PhD '16, is the new assistant superintendent of instruction for Portage (Michigan) Public Schools.

Brandon Wickersham, BA '16, is a police officer for Chesterfield Township (Michigan) Police Department.

Daniel Nowack, BBA '17, is a staff accountant for Kruggel Lawton CPAs in its St. Joseph, Michigan, office.

Urban sprawl adds to flooding from hurricanes

He

Hurricanes Irma and Harvey have long come and gone, but the IPCC—Intergovernmental Panel on Climate Change—forecasts a continuing increase in severe weather events in coming seasons.

Whether climate change is the cause, urban sprawl has greatly increased flood damage, says Dr. Chansheng He, a professor of geography and expert on hydrology and water resources.

"Based on the IPCC, with climate change, we will see increasing and unpredictable extreme weather events," He says. "At this point, it's hard to say whether climate change has directly led to or caused hurricanes Harvey and Irma. But unregulated urban sprawl and poor urban infrastructure and related urban regulations have contributed to the severe consequences of hurricanes Harvey and Irma."

In Texas, the Harris County Flood Control District, which includes Houston and was hit hard in areas by Hurricane Harvey in August, has engaged its residents in talks about voluntary home buyouts in floodplains.

Officials there have said they are pursuing the buyout program to address areas where projects to mitigate flooding, such as detention basins and channel modifications, are not cost effective or beneficial.

"These are homes that were simply built in the wrong place, prior to the knowledge we have today of the boundaries of our floodplains and prior to building regulations imposed by the city and county on land development," according to the flood control district officials.

Local and national governments in the United States are not alone in grappling with this kind of fallout from severe storms.

Professor He says flooding from severe storms is a global problem that in the past year has also impacted countries in Southeast Asia, India and Africa, affecting some 40 million people and claiming more than 1,200 lives. Urban sprawl has increased the damage.

"Over the past few decades, with urban sprawl, we have expanded to the low-land areas—marshes, swamps, wetlands," He says. "Those areas were used for storing water to mitigate flood events. But now we have expanded into those areas with buildings, housing, paved roads, etc."

That has greatly reduced the amount of storm water that can be absorbed in urban areas. But people continue to flock to coastal areas, and that trend shows no signs of slowing down. More than 1.2 million Americans move to coastal areas each year and 40 percent of the population lives in those areas.

While it's easy to suggest that communities maintain floodplains for nature versus human habitation, He says that with more than 123 million people residing in such areas, a mass exodus is not realistic.

"It's impossible to simply remove these people and put them somewhere else. But what we can do, we need to improve the urban infrastructure, particularly our drainage systems," he says.

"Secondly, we really need to improve our building codes, so we have stronger, more durable buildings that will withstand Category Five hurricanes. Of course, that means there must be buy-ins from builders, residents and local officials." ■

IN MEMORIAM

Vivian B. (Paulus) Chandler, BS '38, Feb. 7, 2017, Kalamazoo

Jean B. (Beukema) Wagner, BS '40, April 25, 2017, Holland, MI

Phyllis J. (Cooper) Meyer, BA '41, March 1, 2017, Tampa, FL

Laura A. (Shedd) Rundio, BS '41, March 18, 2017, Fort Wayne, IN

Barbara J. Maurer, BS '42, July 15, 2017, Kalamazoo

Ruth J. (Haslett) Bouma, BS '43, MS '66, March 11, 2017, Zeeland, MI

Lawrence R. Dawson, BA '43, April 28, 2017, Carlisle, MA

Audrey N. (Nesbitt) Gray, BS '43, May 20, 2017, Kalamazoo

R. Jack Chase, BS '44, March 3, 2017, Grand Rapids, MI

Barbara H. (Hooth) Wilson, BS '44, March 11, 2017, Battle Creek, MI

Phyllis M. (Newton) Bixel, BS '45, March 4, 2017, Freeman, SD

Thelma E. (Robertson) Clark, BS '45, April 13, 2017, Grand Rapids, MI

Doris M. (Vogel) Preston, BS '45, April 8, 2017, Kalamazoo

Norma M. (Monroe) Schneider, BS '45, TC '48, July 30, 2017, Interlochen, MI

Viola H. Thompson, TC '45, May 18, 2017, Battle Creek, MI

Jean L. (Gillett) Brown-Ullrey, BA '46, MA '69, Aug. 19, 2017, Schoolcraft, MI

Barbara (Noble) Burnham, TC '47, March 1, 2017, Scotts, MI

Marie E. (Eddy) Vandeman, BA '47, March 1, 2017, Holmes Beach, FL

Joan (VanLaningham) Keller, BS '48, March 21, 2017, Middleville, MI

Carmen C. (Wingeier) Kistner, BS '48, June 14, 2017, Largo, FL

William J. Larsen, BS '48, May 19, 2017, Kalamazoo

James E. Marks, BS '48, April 28, 2017, Cheboygan, MI

Alice J. (Billington) Murdock, BS '48, May 5, 2017, Hart, MI

Mary A. (Milburn) Puhala, BS '48, May 24, 2017, Forest, OH

Carl M. Schiller, BS '48, July 3, 2017, Laguna Hills, CA

Constance (Castle) Schulz, BS '48, April 9, 2017, Rockford, ME

George Stiglich, BA '48, April 11, 2017, Paw Paw, MI

Catherine A. (Berger) Ball, BS '49, MA '71, April 7, 2017, Three Rivers, MI

Marjean B. (Fonger) Brillhart, BS '49, April 20, 2017, Grand Rapids, MI

Herbert E. Ellinger, BS '49, May 25, 2017, Kalamazoo

Nancy A. (Champs) Kellogg, BS '49, MA '82, June 18, 2017, Kalamazoo

Howard Koets, BS '49, July 2, 2017, Minneapolis

Marion Lage, BS '49, Feb. 18, 2017, Holly, MI

Mary L. VanNette, BS '49, Feb. 18, 2017, Shelby, MI

David L. Crawford, BA '50, April 15, 2017, Grand Rapids, MI

Eric C. Heitman, BS '50, June 8, 2017, Bellaire, MI

Ernest R. Hoyt, BS '50, May 21, 2017, Bay City, MI

Julius Kozerski, BS '50, Feb. 23, 2017, Portage, MI

Edwin J. Lasko, BA '50, April 28, 2017, Cedar Rapids, IA

Mildred J. (Farthing) McCully, BS '50, March 1, 2017, Kalamazoo

Clarice V. Pound, BS '50, Aug. 1, 2017, Grand Ledge, MI

Clifton F. Pullen, BS '50, March 25, 2017, Kalamazoo

R. Bruce Sellers, BS '50, EDS '69, Aug. 7, 2017, Battle Creek, MI

Betty E. Yonkers, BA '50, July 6, 2017, Norton Shores, MI

Robert H. Zanders, BBA '50, Aug. 13, 2017, Plant City, FL

Carl R. Cooper, BS '51, March 3, 2017, Mackinaw City, MI

Dorothy W. (Werden) Kowal, BS '51, MA '57, April 12, 2017, Portage, MI

Marilynn A. Overly, BA '51, April 16, 2017, Fort Gratiot, MI

Thomas S. Szyperski, BA '51, April 18, 2017, Kalamazoo

Dennis S. Burgess, BS '52, MA '55, May 12, 2017, Schoolcraft, MI

Rosemary (Callan) Grubb, BA '52, Jan. 24, 2017, Muskegon, MI

Matthew P. Heinen, BS '52, June 19, 2017, Grand Rapids, MI

Orton M. Hoxie, BS '52, June 24, 2017, North Port, FL

Gayle I. (Morsch) Mefford, BS '52, May 22, 2017, Lansing, MI

Duane F. Miller, BS '52, April 29, 2017, Bangor, MI

James C. Partee, BS '52, Aug. 24, 2017, Owosso, MI

Eugene E. Pennell, BS '52, March 3, 2017, Lakeland, FL

Charles G. Clark, TC '53, BS '53, MA '58, Aug. 10, 2017, Kalkaska, MI

Lenora M. Kalenda, BA '53, July 26, 2017, Grand Rapids, MI

Ruth A. Lulofs, TC '49, BS '53, May 31, 2017, Muskegon, MI

Fern Mastenbrook, TC '33, BA '53, March 6, 2017, Grand Haven, MI

Richard H. Cleveringa, BBA '54, Feb. 28, 2017, Holmes Beach, FL

Marilyn D. (Taylor) Cunningham, BS '54, Feb. 1, 2017, Lawton, MI

Richard H. Fransted, MA '54, Aug. 22, 2017, Jackson, MI

Felma E. (Aishe) Gardiner, BA '54, July 30, 2017, Ravenna, MI

Elizabeth J. Gloor, BBA '54, MA '61, July 13, 2017, Kalamazoo

Thomas H. Linck, BBA '54, April 1, 2017, Muskegon, MI

H. Yvonne Smith, BS '54, March 25, 2017, Saint Clair, MI

Gerald N. Bambacht, BS '55, MA '59, April 5, 2017, Hillsdale, MI

Margaret A. (Sherman) Beach, BS '55, May 31, 2017, Benton Harbor, MI

Richard P. Bobian, BA '55, April 25, 2017, Muskegon, MI

Silver L. Garske, BS '55, MA '60, Aug. 3, 2017, Mattawan, MI

William C. Nixon, BS '55, Feb. 27, 2017, Dune Acres, IN

James R. Ralph, BS '55, June 30, 2017, Bay City, MI

Bertha M. Schmitt, BS '55, June 30, 2017, Muskegon, MI

Harold E. Stacy, BS '55, July 29, 2017, Grand Rapids, MI

Mary L. Thatcher, BA '55, MA '61, June 20, 2017, Ravenna, MI

Mary Lou (Litsenberger) Barry, BA '56, July 2, 2017, Ann Arbor, MI

Mary E. (Guiles) Bennett, BA '56, April 11, 2017, Wilmore, KY

Elaine (Nasson) Charter, BS '56, May 14, 2017, Traverse City, MI

James L. Osen, BA '56, Aug. 6, 2017, Plymouth, MI

Richard E. Shenenberger, BS '56, May 22, 2017, Portsmouth, VA

Jean A. (Brucker) Borbridge, BS '57, June 10, 2017, Beaumont, CA

Marguerite C. (Stocker) Eagles, BS '57, July 11, 2017, Battle Creek, MI

Marian L. (Davis) Mason, BS '57, June 6, 2017, Grand Rapids,

William G. Meadema, BBA '57, March 14, 2017, Winchester, VA

James E. Noggle, BS '57, May 24, 2017, Greenfield, IN

Ruth H. (Lindsey) Peterson, BA '57, MA '67, April 20, 2017, Kalamazoo

Richard H. Ross, BBA '57, July 23, 2017, Bloomfield Hills, MI

Charles P. Williams, BBA '57, March 20, 2017, Estero, FL

Robert D. Ash, MA '58, EDS '63, May 29, 2017, Three Rivers, MI

John P. DeLanty, BBA '58, Feb. 23, 2017, North Hampton, NH

Robert E. Geiger, BS '58, April 6, 2017, West Lafayette, IN

Ellen J. (Early) Haskell, BA '58, MA '66, Feb. 19, 2017, Kalamazoo

Jacqueline S. (Johnson) Monaghan, BBA '58, Aug. 5, 2017, Greenwood, SC

Ronald A. Spaeth, BA '58, April 23, 2017, Grosse Pointe Woods, MI

Gerrit J. Visser, BBA '58, July 7, 2017, Kalamazoo

Harriette E. (Howe) Berndt, BS '59, March 16, 2017, Plainwell, MI

W. William Blackmore, MA '59, July 19, 2017, Delton, MI

Don G. Brocato, BS '59, March 9, 2017, Kalamazoo

Norbert F. Hauser, BS '59, MA '64, June 8, 2017, South Bend, IN

Henry Houseman, BS '59, MA '64, EDS '76, March 2, 2017, Decatur, MI

William J. Maze, BBA '59, July 3, 2017, Kalamazoo

Elizabeth A. (Peet) Nichols, BA '59, April 18, 2017, Venice, FL

Ursula M. (Knop) Pombier, BA '59, July 8, 2017, Charlotte, NC

Lonnie O. Robinson, BS '59, July 8, 2017, Hersey, MI

Janice H. (Hutchins) Schlotzhauer, BS '59, MA '88, April 23, 2017, Grand Rapids, MI

Clement S. Spillane, BS '59, April 28, 2017, Wareham, MA

Allan D. Walker, BS '59, June 29, 2017, Lake, MI

Richard R. Albert, BA '60, MA '65, Feb. 24, 2017, Kalamazoo

Dan L. Bucha, BS '60, Aug. 26, 2017, Niles, MI

Jack E. Jaqua, BBA '60, July 28, 2017, Sarasota, FL

Edward J. Khouri, BBA '60, April 14, 2017, Flint, MI

Joan M. (Dagner) Kienitz, BBA '60, Aug. 1, 2017, Fenton, MI

John L. Lent, BBA '60, June 11, 2017, Jackson, MI

Jimmie C. Rice, BBA '60, Feb. 22, 2017, Flushing, MI

Philip E. Yunker, BS '60, May 15, 2017, Howe, IN

Phyllis K. (VanGemert) Johnson, BS '61, May 29, 2017, Grand Rapids, MI

Ramon K. Lasco, BS '61, MA '63, March 18, 2017, Kalamazoo

Beverly J. (McCauley) Lenk, BA '61, Aug. 17, 2017, Grand Rapids, MI

Andrew W. MacFarland, BM '61, Aug. 21, 2017, Ionia, MI

Nancy A. (Freeman) McDonald, BS '61, Aug. 4, 2017, Battle Creek, MI

Phillip E. Radabaugh, BS '61, July 30, 2017, Hillsborough, NC

Shirley B. Tyndall, BS '61, March 8, 2017, Kalamazoo

William H. Feist, BS '62, March 17, 2017, Kalamazoo

Gweneth G. (Schmiedeknecht) Howe, BA '62, March 14, 2017, Ferrysburg, MI

George G. LaPlante, BBA '62, May 14, 2017, Allendale, MI

William J. Pappas, BA '62, Feb. 27, 2017, Grand Rapids, MI

Frances N. (Wine) Branyan, BS '63, TC '66, MA '69, April 2, 2017, Grant, MI

Robert L. Cole, BBA '63, Aug. 15, 2017, Fenton, MI

Clifton H. Gee, BS '63, Aug. 12, 2017, Ormond Beach, FL

Margaret L. Hammond, BA '63, July 15, 2017, Belding, MI

Laura (DeJager) Joling, BA '63, Feb. 24, 2017, Plainwell, MI

George A. Kappaz, BS '63, April 29, 2017, Jasper, TX

Margaret M. (Wright) Loveridge, BS '63, Feb. 20, 2017, North Fort Myers, FL

Tackla A. Massouh, BS '63, May 20, 2017, Clarkston, MI

Duane L. Mickelson, BS '63, MA '65, March 23, 2017, Kalamazoo

Joy J. (Daugherty) Navarre, BA '63, Aug. 15, 2017, Richfield, MN

Lawrence E. Rasmussen, BM '63, May 5, 2017, Davison, MI

David B. Zook, BS '63, April 6, 2017, Kalamazoo

James E. Baugh, BS '64, April 20, 2017, Milwaukee

Marlene M. (Marsh) Ebling, BS '64, MA '69, July 23, 2017, Midland, MI

Joseph C. Grosser, BA '64, MA '76, June 5, 2017, Richland, MI

Frank A. Hemphill, BA '64, MLS '66, March 4, 2017, Kalamazoo

Miton R. Houghtaling, BA '64, March 25, 2017, Lakeland, FL

Ronald E. Johnson, BS '64, MA '69, Feb. 18, 2017, Shawnee, KS

Donald C. Maynard, BS '64, March 7, 2017, St. Joseph, MI

Richard F. Pincombe, BA '64, June 17, 2017, Rockford, MI

John F. Riddick, BA '64, MA '69, March 13, 2017, Mount Pleasant, MI

Elaine L. (Coates) Wenglarski, BM '64, March 2, 2017, Lansing, MI

Dana L. (Carder) Anderson, BS '65, MA '69, Aug. 12, 2017, Kalamazoo

David E. Bucklin, BA '65, MA '67, July 8, 2017, Kalamazoo

Charles A. Compo, BA '65, April 9, 2017, Brimley, MI

Sandra S. Donovan Miller, BS '65, MA '70, April 4, 2017, San Antonio

Kathleen E. Drzick, MA '65, May 13, 2017, Jacksonville, FL

Richard E. James, BBA '65, July 2, 2017, Marcellus, MI

Shirley J. (Cutler) McCarthy, BS '65, MA '71, March 20, 2017, Jacksonville, FL

James A. McKeown, BS '65, June 30, 2017, Middleville, MI

William J. Parmenter, BS '65, June 7, 2017, West Branch, MI

William L. Pletcher, MA '66, Feb. 24, 2017, Portage, MI

Michael J. Semrau, BBA '65, March 24, 2017, Traverse City, MI

James A. Shafer, BS '65, April 6, 2017, Baroda, MI

James R. Wilkins, BS '65, June 6, 2017, Paw Paw, MI

Vilma A. (Falls) Childs, BS '66, May 12, 2017, Kalamazoo

Betty J. Duke, BA '66, April 8, 2017, Kalamazoo

Donna (Shaw) Kline, TC '45, BS '66, April 18, 2017, Wyocena, WI

Robin G. Mustard, BS '66, MA '73, Feb. 17, 2017, Muskegon, MI

Gary Myers, BA '66, Feb. 22, 2017, LaGrange, IN

Alvin H. Nixon, BS '66, March 17, 2017, Hartford, MI

Joseph W. Penn, BS '66, July 23, 2017, Jackson, MI

Donald H. Roelofs, MA '66, Feb. 26, 2017, Muskegon, MI

Cornelius Vonk, MA '66, May 28, 2017, Benton Harbor, MI

Anne C. (MacLean) Bowser, MA '67, June 10, 2017, Centennial, CO

Charles N. Contor, BBA '67, May 14, 2017, Charlotte, NC

Donn V. Craig, BA '67, MA '75, May 31, 2017, Battle Creek, MI

Annabelle Dooley, BA '67, March 6, 2017, Daytona Beach, FL

Stephen H. Haase, BBA '67, Feb. 21, 2017, Smithfield, RI

William W. Haviland, BA '67, Aug. 10, 2017, Waterford, MI

Mary K. (Yonker) Hill, TC '67, BA '67, MA '70, April 12, 2017, Kalamazoo

William K. Krueger, BS '67, March 27, 2017, Midland, MI

Kenneth R. McDowell, BS '67, July 24, 2017, Chelsea, MI

Robert E. Minock, BBA '67, March 11, 2017, Highland Township, MI

Norma A. (Captain) Oly, BA '67, MA '68, July 9, 2017, Pentwater, MI

Judi A. Rochester, BS '67, Feb. 21, 2017, Wheeling, IL

Edward A. Shirkey, BS '67, April 25, 2017, Las Cruces, NM

James F. Strate, BS '67, June 19, 2017, Jenison, MI

Michael O. Aikman, BBA '68, April 6, 2017, Marysville, MI

Margery M. (Hudson) Bierens, BS '68, March 29, 2017, Kalamazoo

Robert L. Brown, BBA '68, March 6, 2017, Zeeland, MI

Philip A. Cary, MA '68, June 6, 2017, Bronson, MI

David W. Conzelmann, BS '68, Jan. 26, 2017, Gladwin, MI

Mary L. (Wood) Dickie, BA '68, July 14, 2017, Ann Arbor, MI

Connie L. Talsma, BA '68, MA '71, June 23, 2017, Lawrence, MI

Marion I. VanLue, BS '68, Aug. 13, 2017, Holton, MI

Lois A. Walterhouse, BS '68, Feb. 26, 2017, Kalamazoo

Robert Craven, BA '69, MA '70, May 24, 2017, Columbia City, IN

Marie E. (Jackson) Crawford, TC '48, BS '69, March 26, 2017, Tuscaloosa, AL

Alfonso Davino, BM '69, MA '77, May 1, 2017, St. Joseph, MI

Timothy Fenderbosch, BBA '69, April 28, 2017, Stevensville, MI

Richard D. Jeschke, BS '69, MA '75, Feb. 28, 2017, Niles, MI

Robert W. Pancoe, BS '69, June 13, 2017, Utica, NY

Thomas J. Plymale, MA '69, May 6, 2017, Muskegon, MI

Nancy J. Sautter, BS '69, MA '73, July 17, 2017, Horton, MI

Mary L. (Schippers) Soderholm, BS '69, June 10, 2017, Harrisville, MI

Edward P. Scholtes, BBA '69, July 21, 2017, Lawrence, KS

Thomas J. Sherwood, BS '69, June 21, 2017, Canton, GA

Margie E. (Tobias) Slocum, BS '69, June 18, 2017, Hastings, MI

Willie L. Smith, BS '69, March 25, 2017, Sebastian, FL

Barbara A. (Rummel) Bleke, BS '70, July 30, 2017, South Elgin, IL

William D. Browning, BS '70, June 10, 2017, Carsonville, MI

James R. Campbell, BS '70, Aug. 16, 2017, Hemlock, MI

Ward H. Collins, BS '70, April 29, 2017, Hartford, MI

Kenneth J. Doctor, MA '70, Aug. 28, 2017, Otsego, MI

Donna T. Gann, MA '70, June 12, 2017, Bernard, ME

Larry C. Groth, BA '70, May 24, 2017, South Bend, IN

Donna E. (Hibbard) Hahn, BS '70, MA '75, Aug. 7, 2017, Niles, MI

Robert L. Hamilton, MA '70, Feb. 23, 2017, Cherokee Village, AR

Phyllis J. (Hall) Hawk, BA '70, March 29, 2017, Greenville, NC

Samir F. Homsi, '70, MS '73, July 28, 2017, Fort Myers, FL

Janice F. (Abel) Meagher, BA '70, June 13, 2017, Waterford, MI

Lawrence R. Moravek, BBA '70, May 6, 2017, Wheaton, IL

Michael P. O'Leary, SPA '70, July 7, 2017, Alto, NM

Glenn L. VanDyke, BBA '70, March 20, 2017, Holt, MI

Nora H. Anderson, BS '71, June 1, 2017, Allegan, MI

Robert M. Applegate, MA '71, June 29, 2017, Grand Rapids,

Linda J. Bailey, BA '71, April 27, 2017, Toledo, OH

Vernon L. Corless, BA '71, June 8, 2017, Glendale, AZ

Doris G. Herlein, MA '71, March 16, 2017, Muskegon, MI

Robert F. Schultz, BA '71, MA '73, June 12, 2017, Richmond, VA

Gail I. Shaw, BA '71, March 1, 2017, Kalamazoo

Terrence L. Smith, BA '71, MA '78, July 26, 2017, Battle Creek, MI

Thomas J. Umlauf, BS '71, MS '77, July 13, 2017, Madison, WI

Ida M. Warner, MA '71, Aug. 2, 2017, Oak Park, IL

David M. Bullard, BS '72, MA '76, April 14, 2017, Delton, MI

William E. Christensen, MA '72, June 14, 2017, Galesburg, IL

Rickford J. DeWard, BA '72, May 21, 2017, Nacogdoches, TX

Joann (Karsten) Dodson, BA '72, June 4, 2017, Safety Harbor, FL

Christopher A. Manos, BBA '72, May 30, 2017, Detroit, MI

Patricia M. (Hauff) O'Reilly, BS '72, April 29, 2017, Detroit, MI

Jim Sande, BS '72, Aug. 9, 2017, Manchester, MI

Michaline S. (Slomka) Sinkula, MA '72, June 19, 2017, Kalamazoo

James B. Strand, BA '72, July 11, 2017, Lawton, MI

Frank D. Veraldi, BBA '72, March 13, 2017, Petoskey, MI

David D. Warmack, BA '72, July 6, 2017, Paw Paw, MI

Jaquita M. Willis, MLS '72, June 15, 2017, Oberlin, OH

Robert W. Crabb, BS '73, MSA '77, June 14, 2017, Kalamazoo

James A. Finnegan, MA '73, June 21, 2017, Edmonds, WA

Leonids J. Riters, MM '73, Feb. 26, 2017, Freemont, MI

Felicia P. Zolp, BS '73, MA '79, Aug. 10, 2017, Paw Paw, MI

Daphne (Bailey) Ambrose, MA '74, Aug. 25, 2017, Kalamazoo

Kathy A. (O'Brien) Cartell, BA '74, June 27, 2017, Scottsdale, AZ

Jay K. Holmquist, BA '74, July 17, 2017, Las Vegas, NV

Jan A. Huston, MA '74, March 21, 2017, Caldwell, NJ

David A. Kenerson, BS '74, October 13, 2016, Farmington, MI

David H. Koski, BBA '74, MPA '88, March 29, 2017, Ada, MI

Lloyd O. Kraft, BS '74, Aug. 15, 2017, Ludington, MI

David G. Waite, EdD '74, May 5, 2017, Grand Rapids, MI

Patricia A. (Cox) Baker, BS '75, July 27, 2017, Alpena, MI

David J. DuVal, BS '75, May 19, 2017, Colorado Springs, CO

Frances D. Gluck, BA '75, April 28, 2017, Tucson, AZ

Patricia H. Hale, MA '75, May 23, 2017, Mears, MI

Gerald Howard, MA '75, Aug. 2, 2017, Fennville, MI

James E. Newkirk, BS '75, Aug. 15, 2017, Paw Paw, MI

William E. Prouty, BA '75, Feb. 20, 2017, Mattawan, MI

Sandra L. Roellchen, BS '75, April 26, 2017, Kalamazoo

James A. Fortunato, BBA '76, April 9, 2017, Kalamazoo

Susan L. (Klaus) Hoffman, BS '76, June 2, 2017, Petoskey, MI

Kathleen M. (Taylor) Joyner, BS '76, MA '80, July 9, 2017, St. Joseph, MI

Carolyn Pawlicke, BA '76, Jan. 26, 2017, Auburndale, FL

Thomas W. Tobolski, MA '76, April 9, 2017, Battle Creek, MI

Eleanor (Verdon) Van Streain, BA '76, May 23, 2017, Hickory Corners, MI

Gregory J. Wrobleski, BBA '76, May 29, 2017, Canton, GA

Frank A. Zanetti, BBA '76, May 5, 2017, Battle Creek, MI

Bernadette T. (Larkin) Barnes, MA '77, Aug. 8, 2017, Manheim, PA

Jo-Ann (Kerr) Boepple, MA '77, March 9, 2017, Edwardsburg, MI

Jeffrey L. Clark, BSE '77, May 9, 2017, Holland, MI

Gabor Orban, BA '77, March 21, 2017, Kalamazoo

Eugenia M. (Evans) Ozinga, BS '77, MSW '79, Aug. 12, 2017, Lebanon, OH

Wilma L. (Loh) Anderson, BS '78, July 4, 2017, Marshall, MI

Dennis M. Essary, BS '78, July 30, 2017, Trumbull, CT

Virginia K. Fish, PhD '78, April 5, 2017, Stevens Point, WI

Delores V. (Vigard) Gardner, MA '78, April 2, 2017, Kalamazoo

Nancy P. (Dobbie) Hitson, BA '78, MA '01, July 5, 2017, Kalamazoo

Patricia A. (Miller) Johnson, MA '78, April 28, 2017, Richland, MI

Jean R. (Kolke) Nitz, MA '78, March 4, 2017, Bloomington, IN

Berneice C. (Miller) Wilson, MLS '78, May 1, 2017, South Bend, IN

Peter W. Farrell, MLS '79, April 23, 2017, Kalamazoo

Kenneth A. LeBlanc, BBA '79, May 1, 2017, Adrian, MI

Charles E. Sedam, MBA '79, March 8, 2017, Grand Rapids, MI

Steven B. Snook, BA '79, Aug. 9, 2017, Whitehall, MI

Joseph A. Wing, BS '79, April 30, 2017, Pinehurst, NC

Jeffrey R. Zylstra, BBA '79, March 25, 2017, Grandville, MI

Edith J. Frost, BS '80, May 10, 2017, Riverside, AZ

Mary O. Rosenthal, MA '80, MFA '83, April 18, 2017, Chicago

Dana B. (Schupan) Wardlaw, BS '81, April 28, 2017, Kalamazoo

Mark A. Witsaman, BA '81, March 3, 2017, Portage, MI

Jeffery P. Hickel, BS '83, March 24, 2017, Fountain City, IN

Karen K. (Whittaker) Wetzel, BBA '83, Feb. 25, 2017, Buchanan, MI

Lewis P. Ellis, BS '84, MA '99, Jan. 28, 2017, Kalamazoo

Patrick J. McGuire, BS '84, MSA '94, March 20, 2017, Portage, MI

Herbert Zinser, MPA '84, June 20, 2017, DeWitt, MI

Charolette J. (Allman) Carter, BS '85, June 2, 2017, Oklahoma City, OK

Ann B. Hendrick, MA '85, May 28, 2017, Notre Dame, IN

Marion J. Manthe, BA '85, MA '90, April 25, 2017, Benton Harbor, MI

Robert J. Sayfie, BS '86, Aug. 13, 2017, Grand Rapids, MI

Tamera J. Briggs, BA '87, MA '94, April 7, 2017, Twin Lake, MI

Rita L. (Miller) Gottwald, BA '87, Jan. 25, 2017, Macomb, MI

Thomas E. Hoke, EDS '87, April 25, 2017, South Haven, MI

Linda S. (Carlson) Newell, BS '87, MA '96, June 29, 2017, Kalamazoo

Richard L. Davis, BSE '88, July 18, 2017, Onsted, MI

Faculty

Barbara A. Barton, associate professor emerita of social work, June 15, 2017, Kalamazoo

David Chaplin, professor emeritus of sociology, July 27, 2017, Brunswick, ME

George Dales, professor emeritus of health, physical education and recreation, Sept. 27, 2017, Kalamazoo

Kathleen McHugh Drzick, assistant professor emerita of English, May 13, 2017, Kalamazoo

Herbert E. Ellinger, professor emeritus of transportation technology, May 25, 2017, Kalamazoo

George 'Stewart' Johnson, professor emeritus of mechanical engineering, Aug. 6, 2017, Grand Rapids, MI

Shirley Ann Lukens, associate professor emerita of occupational therapy, June 3, 2017, Kalamazoo

Daniel Stufflebeam, professor emeritus of the Evaluation Center, July 23, 2017, Kalamazoo

100 years later, football phenom remembered

One hundred years ago, Sam Dunlap, WMU's first black student-athlete, struck fear in the hearts of gridiron opponents and racked up scoring records that lasted decades, all the while fighting racism on and off the field.

Organized by Dunlap's nephew, Moses Easley of Nantucket, Massachusetts, a Dunlap family delegation toured in July the campus haunts of the record-setting player known nationally as "The Black Ghost."

Sam Dunlap was the football player Knute Rockne called one of the finest athletes he'd ever encountered. He played for WMU for four seasons—1915-17 and 1919—taking a year off to join the army during the World War I effort. The halfback earned a total of 11 varsity letters in football, baseball and track. His 1916 record of 19 touchdowns for the season stood in the Bronco record books for 98 years, falling to second place only in 2014. He is in second place for most touchdowns in a single game with seven scored in a 1916 game.

The Benton Harbor (Michigan) High School football star was originally recruited by the University of Michigan, but rejected when the head coach there learned Dunlap was black.

WMU's first president, Dwight Waldo, welcomed Dunlap to WMU, and throughout Dunlap's playing career at Western, Waldo and football Coach William Spaulding worked with Dunlap and the WMU team to address such issues as teams and players who refused to take the field against Dunlap and travel options and hotels that excluded the player.

The Dunlap saga has been recounted in historian Larry Massie's WMU centennial history, "Brown and Golden Memories" and also by historian Tom Dietz, who wrote about Dunlap for a 2003 issue of *Michigan History* magazine. Both authors' accounts of Dunlap's Western athletic career focus on an episode in 1915, when the Culver Military Academy refused to play Western if Dunlap took the field. Waldo told Dunlap the school would support the player if he chose to play, but Dunlap opted to sit out the game—the only game he missed in his collegiate career—while his teammates trounced the offending team from Culver by a 69-point margin.

Dunlap and Waldo remained lifelong friends. After college, Dunlap coached at West Virginia Collegiate Institute for three years, then lived in New York and California, returning to Kalamazoo in 1951. He died in 1961. ■

WESTERN MICHIGAN UNIVERSITY
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Kalamazoo MI 49008-5433

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Gaining Gold

This fall, WMU experienced a dramatic rise in the number of undergraduate students drawn to the University from out of state. Undergraduate nonresident domestic enrollment increased by nearly 31 percent; out-of-state graduate numbers rose by 14 percent. The University's total enrollment is nearly 23,000 students this year.